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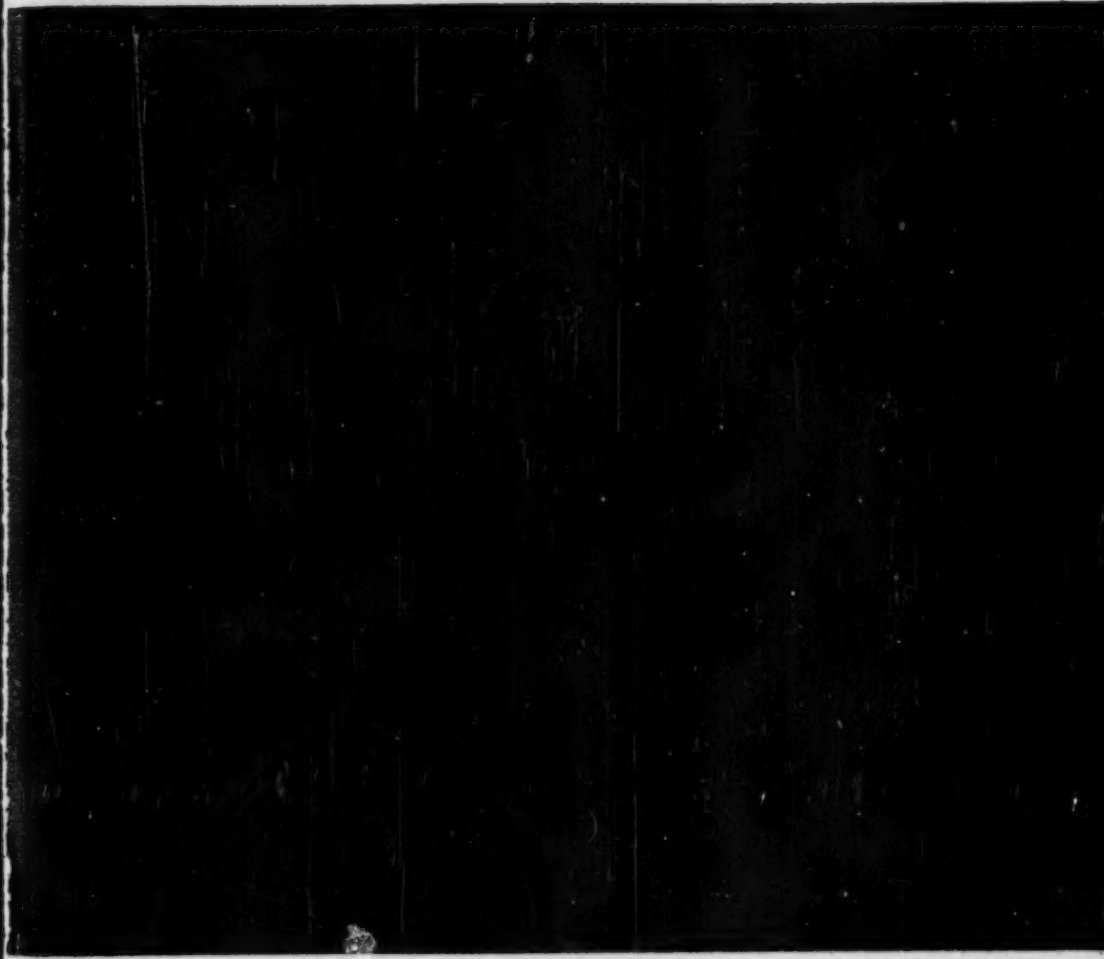

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THE PERSONNEL AND GUIDANCE JOURNAL

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Transmitted by Max F. Baer

SOME FACTS ABOUT JUVENILE DELINQUENCY

More serious than you think: According to Children's Bureau of Federal Security Agency, about a million children are now getting into trouble with the law each year. If this keeps up at same rate, number of such delinquents will soar to 1,500,000 by 1960, considering that there'll be 50 per cent more children between 10 and 17 in 1960 than there were in 1950. This is age range within which most juvenile delinquency cases fall. Juvenile delinquency has increased by nearly 20 per cent since 1948.

Crimes committed by children: FBI has released figures on certain charges on which children under 18 were arrested from 1945 through 1951. Largest number was caught for auto thefts; next largest for breaking and entering; then arson, rape, possessing and carrying weapons, and criminal homicide, in that order.

Job of the police: Police is usually first law enforcement agency to deal with youthful troublemakers. Police can dismiss delinquent with warning, put him in custody of parents, or detain him pending court hearing. Says Children's Bureau: ''Many children apprehended by police are handled in much the same way as adult criminals. There are relatively few facilities to provide special training for juvenile police work.'' Between 50,000 and 100,000 children are being held in jails each year. These jails are designed and maintained for adult criminals. In some jails youthful lawbreakers are thrown together with adult criminals. Where separate facilities exist, children are often kept in cells with nothing to do.

Training schools: Bureau of Census tells us that there are 210 public and 140 private institutions for juvenile delinquents. Almost three-fourths of those in training schools are between ages of 14 and 17. Children's Bureau states that some of these schools are used as ''catch-all'' for children for whom there is no other provision, including feeble-minded, epileptics, and severely neurotic. ''Only a few schools have sufficient services of trained social workers and psychiatrists. The special training facilities which many children in training schools need are extremely limited.''

Courts: In 1951 about a half million children came to attention of juvenile courts. Of these, 350,000 were for delinquency, 120,000 for dependency and neglect, and 30,000 for special proceedings. Of all delinquency cases handled by juvenile courts in 1949, 42 per cent were dismissed with or without warning or adjustment. Often juvenile court judges are also overloaded with criminal and civil cases affecting adults. In many jurisdictions, says Children's Bureau, judge doesn't have access to professional services he needs to understand causes of child's delinquency and develop plan to help him.

Probation services: In 1951, about 27 per cent of juvenile delinquents coming to attention of juvenile courts were put on probation. At any one time there are about 80,000 children on probation. There are now somewhat more than 3,700 local probation and parole officers for juveniles in continental U. S. (not including Federal and state officers). Most of them carry adult as well as juvenile cases and many work only part-time. In 1947, more than half of counties in U. S. were without juvenile probation service. One-fifth of juvenile courts have only such probation service as can be provided by attorneys, sheriffs, or truant officers. In 29 states there's no merit exam for probation officers.

COLLEGE ENROLLMENT UP AGAIN

Down trend reversed: Enrollment in nation's colleges and universities has increased for first time since 1949, according to study just completed by U. S. Office of Education. Total enrollment is now 2,148,000 as compared with 2,116,000 last fall. While this is only 1.5 per cent increase, there is decided upsurge in freshman enrollment. This year's enrollment of new students is 537,000, compared with 472,000 last year.

Probable reasons: Office of Education attributes new trend to larger number of high school grads last June, good times, widespread publicity on need for technically trained people, educational benefits for Korean vets, student deferment policies, and recruitment campaigns of individual schools.

Men and women: Men students now number 1,387,000 and women 761,000, which puts women at 35 per cent of all college students. Enrollment of male freshmen rose by 15.5 per cent over last year, while number of female freshmen went up 11.2 per cent.

Veterans: Although number of vets is 40 per cent below last year's figure, about 17 per cent of all male students this year are going to school through courtesy of World War II GI Bill. Number of Korean vets in college is comparatively small now but will increase during 1952-1953 academic year.

Kinds of schools: Freshmen enrollment increased 25.1 per cent in theological schools, 16.1 per cent in junior colleges, 15.7 per cent in teachers colleges, 13.2 per cent in technological schools, 13.3 per cent in universities, 12.0 per cent in liberal arts schools, 9.7 per cent in other independent professional schools.

MORAL GUIDANCE—OUR RESPONSIBILITY

WHAT IS THE role of those who work with youth in the reaffirmation of character, truth, and decent living as essentials to the good life? The question is raised because youth today seems frankly materialistic and self-centered. In reporting the goals which a group of teen-agers had formulated, Mandel Sherman, expert in human development, revealed that the values which were consciously expressed by the group were these in rank order:

- To have a great deal of money and to be able to spend it without being dictated to by parents or teachers.
- To be able to lead an independent life, especially as related to going out nights, to wear the clothes they want, and to keep whatever company they desire.
- To have a large number of dates.
- To have athletic skill and superiority. (To be able to exhibit the athletic skill before crowds.)
- To have scholastic ability. (In many cases the students rationalized their inability to obtain high grades, or, if they did achieve them, apologized for their success because others made fun of them.)
- To train themselves to become proficient in some vocation or profession which they chose, mainly because of identification with parents.[1]

Not one of the students verbalized a desire to be of service to the community. The values which were expressed rose out of the common core of the culture in which the young persons lived. They chose these goals, quite conceivably, as a result of their own wishes, personal desires, and selfish ambitions.

Educators recognize that the young in all ages have patterned their behavior after the action and behavior exhibited by adults. Lacking men and women of truly great stature to worship, adolescents have "hero-worshipped" the next best. It can be observed in the present decade that in all too many instances, the substitute heroes have been persons characterized by mediocrity, by shallowness, by lack of sincerity, and by doubtful honesty.

A great deal of misunderstanding is sure to arise when one enters upon a discussion of the role of the teacher in moral guidance. Somehow the terms *morality* and *religion* have become, in the minds of a number of adults, synonymous. A discussion of morality is often mistaken for a discussion about sectarian beliefs and denominational creeds. Eduard Lindeman,[2] sociologist, sensing the dilemma, poses the question: "How may public schools become training grounds, laboratories for moral teaching, without imposing upon society a pattern of uniformity which might have the same effects as a universal state or church authority?"

In answering his own question, Lindeman proposes three "rules." He affirms the first and most important rule is the acceptance on the part of educators of the idea that morality and intelligence are correlates—that one cannot be good without knowing the nature and content of good-

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[1] Mandel Sherman, "Education and the Process of Individual Adjustment," *Education in a Democracy*, ed. Newton Edwards (Chicago: University of Chicago Press, 1941) p. 76.

[2] Eduard Lindeman, "The Enduring Goal," *Survey Graphic*, XXXVI, No. 11 (November, 1947).

by

MELVENE DRAHEIM HARDEE

ness. The guides for morality, he believes, are intelligence, reason, and logic.

Lindeman's second rule is that reason can never be the only guide to morality. Instead, he reminds us that feelings and emotions are involved--that acting, feeling, and thinking are all related in human behavior. With emphasis in education being devoted in a large measure to the intellectual process, Lindeman feels that the "blindspot on education" has been that educators have not realized that feelings rise to their greatest significance with respect to moral decisions.

Many Sources of Moral Value

A third rule, cites the sociologist, is that sources of moral value are multiple, not singular. Morality need not be taught as a specialized subject as long as teachers can discern ethical content in all subject matter. For example, if a pupil learns truthfulness from mathematics, he may become no less a lover of truth than if he had encountered truth in a course in religion, or philosophy, or logic.[2] All teachers, affirms Lindeman, must teach with a *moral bias,* for that is the responsibility of those who deem themselves worthy of being called "teacher."

At the outset one must recognize that the aim or objective "to develop character" appearing merely as an educational goal may fail to promote moral training. In his early writings, John Dewey reminded his readers that moral education is hopeless if the teacher sets up development of character *as an end* and at the same time treats the acquisition of knowledge and the development of understanding as separate from character development. The three are one, it would appear, for "individual" morals include all actions involving relationships with others.

What are these acts and activities encompassing all the relationships which an individual enjoys with other individuals? For the child, they would include relationships with parents, brothers and sisters, schoolmates, adults in the community. All learnings--knowledge about these persons, understanding of them, skill in dealing with persons--become part of his character development. It is, therefore, difficult to define just what moral precepts shall be taught, for there would seem to be no boundary.

However, in failing to designate or enumerate what shall be included in moral teachings, it would appear that we are assuming all moral learnings are known and well understood. Thus, we are obligated, as educators, to review the important elements which contribute to moral development. The aim in such a review would be to help each teacher see the range of values and the relationship of one value to another.

It is assumed that each adult has a value scale and that this listing would serve merely to assist in reviewing such a set of personal values. Some basic moral teachings would include:

The importance of persons: the recognition that persons are the most important objects with which one deals. For children the admonition to love one's neighbor is a basic principle. As a principle, it is easily verbalized by their teachers, but unfortunately its demonstration by adults does not abound.

The importance of sharing: the belief that service is the key to happiness. By present-day standards, a man's success is most often adjudged in terms of acquisitions, material or monetary. It is entirely within the realm of the educator to foster a renaissance, both in school and community, of the principle which emphasized the worth of serving mankind successfully.

What have you accomplished?

The importance of duty and personal responsibility: the need for the individual to carry out a personal trust. There has been a noticeable tendency in the past two decades for educators to omit the term *duty* in statements of aims and goals. Recently, the terms *responsibility* and *consequence* have been used somewhat more. The educational experiences designed for the child must include opportunity for both the *viewing* of social obligation—and for the *doing* of the deserving deed.

The importance of distinguishing between good and evil: the acquaintanceship of the child with right and wrong. The adolescent must be helped to understand the results of harmful compromise with evil as well as the effect of intentional or accidental wrong-doing upon the group.

The importance of work: the recognition that man's chief contribution to society and much of his individual sense of mission is made through work endeavor. The idea that man's energy flows into society chiefly through his work may be to young people a completely new and unexplored thought.

The importance of good workmanship: the belief that work well done makes for social gain, social good, and individual integrity. Kind and quality of workmanship deserve repeated comment and demonstration in classroom experiences.

The place of material things: the importance of money as compared with other values. This is an exercise which involves a notion of a kind of theory of relativity. The child must be helped to construct a value scale and to assess worth of objects through a system of weighing and assaying.

The importance of economy: the wrongness of waste in the unwise use of goods or of the misuse of natural talents, abilities, and capacities. In the classroom there needs to be a continuing stress laid upon the conservation of material items and the consecration of personal attributes.

The importance of honesty: the regard for integrity in dealings with self and others. If, in the classroom, there is careful consideration made of the worth of the individual, of the satisfaction to be gained from service and sharing, then the point about the importance of honesty will surely have been made.

The importance of clear communication: the need for individuals to be "understandable" in exchange of idea and ideal. There is great hope for man and nations to reach agreement if sufficient effort be put upon understanding and interpreting motives. The search must be directed toward the exact word to convey the intended meaning. The differences between fact and fiction, truth and near truth, falsehood or fantasy can be taught.

The importance of dedication: the effect of devotion to an ideal upon man and mankind. The pursuit of a worthy goal, the philosophers agree, constitutes the greatest art—which is the art of living. Adolescents—many of them—have relatively little occasion to observe the "will-to-do" which spurs an artist, craftsman, scientist, or even a *hobbyist*, to create, discover, or devise.

The importance of solitude: the need for individuals to find a quiet time to communicate with themselves, to weigh their values, and to appraise their actions. Aristotle spoke of this when he wrote: "The ideal man is his own best friend and takes delight in privacy." This is not to contradict a goal stated previously—that of sharing and contributing; it is, however, to emphasize the worth of meditation for both self and society.

The importance of faith: the abatement of mental and spiritual fears through a renewal of faith in man, his Creator, and in the worth of a good life on earth. Children in their early years must be helped by adults to construct a basic faith—a flexible structure—on which to found a future.

The importance of important things: the placing of emphasis upon one activity, ideal, or belief above all others and the scaling down of lesser values. One recognizes in this idea that processes of maturation in human beings will effect change in the primary and secondary values; but we assume that unless some early emphasis is put upon the matter of "what is important of all important things," the child will flounder and fail in his construction of value scales.

Having viewed the listing and noted its omissions and overlappings, educators can begin to make application of these aims and goals to their own fields of endeavor. Groups of teachers in every subject matter field need to devote time in their meetings and conventions, and space in their professional literature to the ways of teaching morality in special fields—arithmetic, physical education, history, English, chemistry, and so on. Perhaps the great amount of time spent in teachers' meetings on such often-discussed matters as discipline or failure might be better utilized for discussion of curriculum reorganization to bring renewed emphasis on the moral guidance of the individual.

As each teacher studies the kinds of knowledge to be imparted by his subject, he may perceive the moral implications by anticipating how the particular knowledge (economics, biology, chemistry) may be put to use. Use of knowledge for private greed

or anti-social ends is immoral. Use of knowledge for the good of the group, the greater well-being of the citizenry, the betterment of life for the greater number is, in contrast, moral.

Each teacher in a given subject matter field has additional responsibility, which is to search his subject matter asking these questions:

1. What of all I have to teach is important to be taught? Why?
2. How shall it be taught in such a way as to fulfill my moral responsibility?
3. How do the decisions I have reached regarding No. 1 and No. 2 compare with the conclusions reached by other teachers in my school?
4. What periodic renewing and reviewing of my task in effecting moral guidance must I make in order to give direction to my teaching?

If the youth of the present day can be characterized as "a silent generation" unable to verbalize moral beliefs and personal feelings, so, perhaps, are their mentors. The search *to understand self* is a life-long one, pursued by those of all ages, and achieved by each in varying degrees. Much in the way of accomplishment of self-understanding for all persons comes through careful self-inventory and quiet introspection which neither youth nor adults have engaged in to any extent. It is probably true that opportunities for thoughtful meditation have been lacking, and techniques for self-study have gone unused in home and school. Teachers and counselors must find time for doing a self-survey of moral beliefs before they can confidently share in the responsibility for the moral guidance of others.

It is essential that those who are working with youth should be initiating or continuing a study of individual motives and human motivation, of value-patterns and life patterns, of uses of wisdom and misuses of it. For these questions must be answered when the educators of present-day youth are evaluated: "To what extent are you assuming your responsibility for the moral guidance of youth? What are your reservations about this task? *What, specifically, have you accomplished?*"

MAN'S INVOLVEMENT WITH SOCIETY

Although individual loyalties and convictions are inevitably molded by culture, they must be the result of man's own development and critical appraisal rather than the imposition of external authority or dogma. Similarly, the framing of life-purposes is the responsibility of the individual who cannot, and ought not to attempt to escape the limitations and challenges of his culture, but nevertheless should not act merely as a result of group pressure. Life-purposes should be forged by the individual in accordance with the convictions he has developed by his voluntary exposure to, struggle with, and enrichment by influences he can use for productive self-development and for the interests of humanity. To err is human, and man must not be denied the right to make mistakes, providing he does not outrage the common ethical sense and that he assumes responsibility for his errors.—Frederick E. Ellis in October *Educational Theory*.

PERSONALITY PROBLEMS
and Vocational Planning

VOCATIONAL COUNSELORS are familiar with this pattern. A client requests assistance in formulating educational or vocational plans. Subsequent psychological testing and interviewing reveals a deep-seated emotional difficulty which has more than a superficial relationship to his vocational indecision. In fact, frequently, it is clear that achieving insights into his emotional problems is of paramount importance to the client, and that with these insights the vocational problem can be more readily resolved. In these cases, vocational planning which does not consider the emotional factors is ineffective and invalid—developed on an exceedingly shaky foundation. In counseling we are dealing with the *whole* individual. We cannot divide him into segments and deal separately with his vocational, educational, and personal problems. These problems are interrelated. A sound vocational plan must include a program which enables the client to "work out" his emotional problems.

The interrelatedness of personal and vocational problems is clearly illustrated in the following case report of a client who several months ago was referred to the writer for vocational testing and counseling.

Mr. S., 30 years of age, contacted the writer and requested assistance in making a vocational decision. The interview revealed that the client was employed as a building contractor, a field in which he had worked successfully for several years. However, recently he had begun to have some doubts about whether this was the right field for him. He was exceedingly apathetic about the work and at times he became acutely depressed at the thought of continuing in this field for the rest of his life. This apathy and depression, it should be emphasized, existed even though financially he was doing well as a building contractor.

He had received his A.B. degree from one of the state universities, and had also completed a year of graduate work there. His field of concentration on both the graduate and undergraduate levels had been Business Administration. In high school he had been a college preparatory major. His best-liked subjects had been English and history. Chemistry and other sciences he had liked least. His best grades had been in languages; his lowest grades, in chemistry. At college he was a better than average student (B-average). Here, too, his best-liked subjects were languages and social sciences, and he had the most difficulty with the physical sciences. During high school and college he participated very little in extra curricular activities. His present leisure time activities were also rather limited, consisting primarily of bowling and bridge.

Vocationally, he had not given much thought to any other field. His father was a builder, and the client almost automatically followed, first into his father's business and then into contracting on his own. He was in the army for about three years, most of the time working as a supply sergeant. Outside of his experience as a building contractor, he had virtually no work experience. He had been employed part-time as a shoe salesman while going to college and he had also waited on tables. He was in good health physically and had no known physical defect which might influence his vocational planning.

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by G. D. BARAHAL

He had been married for five years, had a little girl of twenty-seven months, and was expecting another child shortly. His wife, too, was a college graduate.

Because Mr. S. appeared to be so apathetic and emotionally flat during the interview, it was decided to administer more than a routine battery of interest and aptitude tests. In addition to the usual group tests, three individual tests—the Wechsler-Bellevue, the Rorschach, and the Thematic Apperception Test, were utilized. His apathy and emotional flatness were also exhibited during the testing. He was cooperative and appeared to be well motivated throughout, but he never attacked a problem with enthusiasm. This was true even on the Wechsler sub-tests in which he did extremely well. He was deliberate, careful, and concisely correct on most of his responses, but displayed little imagination. Actually, his test performance on the Wechsler-Bellevue placed him in the *Very Superior Intelligence* category, testing in the upper one or two per cent of the population in mental ability. His Wechsler test results were: Verbal I. Q. 136; Performance I. Q. 127; Full Scale I. Q. 134. He was better at using words and symbols than in manipulating objects, but was consistently high in both areas. There was no pathology exhibited on the Wechsler, but there was some evidence of tension on the object assembly sub-test.

It was readily discernible from the Wechsler that Mr. S. was a highly intelligent individual who, in terms of mental ability, was capable of achieving success in many fields. But this was not the problem. The most striking feature of his Wechsler record was the flattened and apathetic nature of his responses. There was a clue here that any problem he might be having vocationally was more related to personality and motivation, than to ability. His other tests threw some additional light on the problem.

From an analysis of his Kuder Preference Record scores it was apparent that his primary interests were in the aesthetic fields—literary, musical, and artistic. All these, of course, have avocational significance and in some instances, where there is exceptional talent, vocational significance. It simply takes more than interest to become a successful writer, artist, musician, or composer. In our culture, at least, there are too many "would-be-writers and artists" starving in Greenwich Village garrets. In terms of vocational planning these "talent fields" are quite unrealistic for most clients. The Kuder suggested, and later interviews with the client substantiated, that many of the aggravating situations that confronted Mr. S. in his work were directly related to his low mechanical, computational, and persuasive interests.

Mr. S.'s responses on the Rorschach and TAT depicted an individual who was apathetic (only one main color response in the Rorschach with an unusually strong denial of color in the testing of the limits; perception of small c in colored cards; and number of Rorschach responses totaled only seventeen). Most of his responses dealt in a matter of fact manner with obvious material and suggested ideation that was mild and lacking in aggression ("M's" on the Rorschach included only "a man with his arms upraised" and "two men in a bent position," the FM's involved two animals "snout to snout" and two animals "trying to climb"). There were evidences in the Rorschach and TAT protocols of a fear of his own aggression (perception of the ag-

Vocational planning will be ineffective if emotional factors are ignored.

gressive instrument in the third TAT card as a "bunch of keys"), a feeling of having failed to meet parental aspirations (*e.g.*, describing card four on the Rorschach as a "weeping willow," and a mother on the TAT as rather disappointed in her son, "not that he has done anything criminal or hurt anybody, but he hasn't lived up to the hopes she had for him"). There was other evidence in both the Rorschach and TAT that his present passivity was a manifestation of negativism against his parents. A subsequent interview with the client revealed a long history of a disturbed relationship with his parents. An overly protective mother and highly punitive father appeared to be the etiological factors related to his apathy and passivity.

The question arose in counseling, "What should this client do vocationally?" He was financially successful as a building contractor, and had a wife and family to think about if he were to make a change in vocations. One of the difficulties in his present work was that he found it difficult to relate in a normally aggressive manner with subcontractors and other individuals with whom he came in contact. However, it was clear that in most other vocations which he would even consider (he was beginning to think of perhaps starting another business) he would be confronted with the same problem in view of his apathy, passivity, and depression. The tests and interviews did not suggest another realistic vocational area toward which he was more strongly motivated or in which he had more ability. The conclusion seemed to be that a change in vocations was not indicated, but that personal counseling or therapy was. It was felt that if the client could get some insight into this apathy and passivity, he would be more comfortable and get along better as a building contractor.

Mr. S. was referred for psychiatric assistance. After several months of intensive therapy, a follow-up interview with him revealed that he was, in fact, achieving some insight into his emotional problems and that he was obtaining more satisfaction in his work.

This case is not an unusual one. The vocational counselor, psychiatrist, and clinical and consulting psychologist encounter this type of problem frequently in their work. It is presented here to emphasize the importance of an effective liaison between these workers. The vocational counselor should be sensitive to the need of referring to psychiatrists or to qualified psychologists, clients who exhibit deep emotional problems which prevent an adequate vocational adjustment. Likewise, psychiatrists should utilize the services of qualified psychologists and vocational counselors to facilitate the total adjustment of the individual.

AMERICA'S GREATEST CHALLENGE

If man is to solve his most dangerous problems, if he is to achieve universal prosperity and security, and if he is to keep from destroying himself by his own inventive genius, he must develop his reasoning powers and political knowledge to a far greater extent than ever before. He must achieve an understanding of human relationships which he has not possessed up to now . . . . The hour is late, and we have no time to lose. Will the historians of tomorrow look back upon this generation and write of opportunities used or lost? Will they describe our scientific achievements as liberators or Frankensteins? Will they say of us that we *nobly saved, or meanly lost, the last best hope of Earth*?—Walter E. Myer and Clay Coss in *America's Greatest Challenge*.

Toms River SURVEYS *Its Needs*

DORA A. AMES

THE EVALUATION of the offerings and services of Toms River, New Jersey, High School was the general objective of a community occupational survey, undertaken by the Guidance Department of the Toms River Schools. The primary and original purpose was to determine the need for revising the vocational curricula at Toms River High School. As the survey developed, however, other purposes were included. These were: (1) to determine, in part, the extent to which the school meets the needs of the community and of its students and graduates; (2) to determine any need to revise other curricula at Toms River High School; (3) to locate occupational placement opportunities; (4) to secure data useful in vocational and educational guidance; (5) to foster good relations between the school and the community; and (6) to provide students with interview opportunities and community contacts.

Numerous occupational surveys have been made with many of these purposes in mind. Marguerite Zapoleon, whose book, *Community Occupational Surveys*, the writer considers the best reference on survey techniques, found the two major purposes of the surveys she reviewed to be "(1) To supply vocational information and guidance to individuals, or (2) for use in planning or revising the curriculum" [*1*]. This second was the major objective of the Toms River survey. Similar to this was the purpose of the Rockland County, New York, survey made in 1934, which sought the necessary facts upon which to base an efficient county vocational guidance program. Toms River, as did Rockland County, used pupils in gathering data, and the survey technique was established as a continuous process [*2*]. The Rhode Island Census of Occupations, in 1936, an example of a much wider count than that of Toms River, also recognized the importance of the survey as a continuing program, and sought data to help in vocational guidance. The Toms River survey particularly sought information on jobs held by the age group 16–25, and this too was stressed in the Rhode Island survey [*3*].

Methods used to obtain data in the Toms River project were an occupational survey of employing establishments and prospective employers, and supplementary surveys of students in grades 7–12, of their parents, and of the graduates of the classes of 1947, 1948, and 1949. The term "community occupational survey" as used in this article refers to all of these combined. Usually this term refers to surveys giving data on the occupational distribution of workers, on jobs themselves, and on employment changes and trends [*4*]. The writer is not acquainted with any other survey report with the combination of information from employers, pupils, parents, and graduates provided in the report on the Toms River survey [*5*]. The use of data from parents and pupils is recommended by the Vocational Division of the State Department of Education in New Jersey [*6*], and this was done in the Toms River survey. This was also done in a similar, but more extensive survey in the Trenton, New Jersey, area [*7*].

Eight months of study and planning, of of writing and revising outlines and ques-

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How a New Jersey High School Made a Community Occupational Survey and Put It to Work...

tionnaires, preceded the distribution of survey forms in the Toms River area in May, 1950. This survey continued during the school year 1950–1951, through the combined efforts of administrators, teachers, pupils, parents, and employers of the area. The total cost was $306.10.

The geographic area covered by the Toms River Schools community occupational survey was the town of Toms River, the towns surrounding it in which Toms River persons were employed, and the communities from which students were sent to Toms River High School. Fifteen communities, with a population in 1950 of about 17,500 (or 31 per cent of the county), were included. Since the high school is more directly concerned with training beginning workers, information from year-round businesses which hired those in the age group 16–25 was especially sought. Contacts with employers were made through mailed questionnaires, student interviews, and telephone calls. The employment pattern of the area was also revealed by a study of the occupations of the employed members of family groups represented in grades 7–12. For this, survey forms were distributed in grade 7–12 classes, filled in by the students, and taken home for completing and checking by the parents. Graduates were contacted through mailed questionnaires. Statistics were obtained concerning the occupational distribution of workers in the area, the types of employing establishments, the job requirements and preferred characteristics for workers age 16–25. Suggestions were also solicited concerning school curricula and services.

Toms River, New Jersey, the county seat of Ocean County, is located in the east central section of the state. Its situation near the coast, its distances of 57 and 80 miles from Philadelphia and New York, respectively, its position as a business center, and its record as a progressive community have combined to attract an increasing number of persons each year as permanent residents. Ocean County, second largest in area in New Jersey, is important as a summer resort area, as an egg producing center, and as the location of a number of small businesses and industries. In the local area of the Toms River survey, a pattern similar to that of the county is revealed. Of the some 700 year-round business establishments, both self-employing and employing others, Sales constituted 21.4 per cent. The others were as follows, in descending order of total establishments in each major type of business: Building and Construction, 13.6 per cent; Service, 10.0 per cent; Automobile, 9.6 per cent; Real Estate, Insurance, and Accounting, 9.1 per cent; Professions, 8.4 per cent; Agriculture, 8.0 per cent; Government, 7.9 per cent; Miscellaneous, 12.0 per cent.

These major types of businesses establish the employment pattern for the Toms River area, which in turn influences the types of training the school offers. Toms River High School, with an average enrollment of 625, offers six curricula: college preparatory, commercial, fine arts, auto mechanics, carpentry, and home economics. The last three are included as an integral part of the high school under the title "George-Deen Type B Vocational School." (This title is used to indicate federally- and state-aided vocational programs of a specific type.) Carpentry and auto mechanics are trade courses offering training in diversified but closely related fields. The former includes instruction in building, and boat construction and maintenance; the latter covers repair and maintenance of internal combustion engines, marine, and farm equipment. Enrollment in the six curricula at Toms River High School at the time of the survey of students in May, 1950, was as follows: college preparatory, 42.2 per cent; commercial, 27.0 per cent; carpentry, 9.9 per cent; auto mechanics, 9.2 per cent; home economics, 5.8 per cent; art, 1.2 per cent; mixed, 4.7 per cent.

Does Toms River High School meet the needs of its students and of the communities which it serves? The survey findings seem to indicate that Toms River High School is doing well in preparing its graduates for the fields they will enter and in providing courses related to student interests and community needs.

The employment pattern of the area was

surveyed under the following categories: types of employing establishments; classification of workers age 16–25, according to the occupational grouping of the United States Employment Service; classification of employed members of family groups, of all ages, according to the same grouping; and classification of employed graduates, according to the same grouping.

An analysis was then made of the offerings of Toms River High School in relation to employment needs, as revealed by the area's occupational pattern, to students' occupational choices, and to graduates' careers and plans. Also summarized were comparisons of the numbers of students enrolled in high school courses, of students' job interests, and of the numbers employed in various fields. Some tentative conclusions for the whole high school, listed from studying these data, were as follows:

Too many students are choosing professional and semi-professional occupations.
Too few students are choosing service, sales, and semi-skilled occupations.
Too few students are choosing some clerical, agricultural, and skilled occupations.
Too many students are enrolled in the college preparatory course.
Too few students are enrolled in the home economics course, and in some areas of commercial and shop courses.
Addition of an agriculture course, of an elective in sales, and of more electives in industrial arts seems appropriate.
More educational and vocational guidance is needed.
Better screening of students in electing courses and subjects is indicated.

These were other important questions covered in the survey: Do students take the courses related to their job interests? Do graduates go on to do the things for which they were trained? A close relationship between courses taken in high school and future jobs existed for 67.7 per cent of the graduates. Fifty and seven-tenths per cent of the students in grades 9–12 showed a close relationship between courses they were taking and their vocational choices. Fifteen and four-tenths per cent showed no apparent relationship; 32.7 per cent were uncertain of a job choice; 1.2 per cent did not answer the question.

In reply to several other questions asked of employers, students, parents, and graduates, English, mathematics, and typing were listed as the most valuable subjects offered in the high school. Personal qualities and work habits, considered by all the groups as most important in holding a job, were honesty, neatness, courtesy, punctuality, appearance, reliability, a pleasant disposition, and getting along with others. Employers listed as weaknesses among beginning workers, lack of interest, lack of responsibility, carelessness, and lack of initiative. Many more significant data were summarized in the survey reports.

Recommendations

The Toms River Schools community occupational survey would seem to show that present courses and subjects should be continued, but that some additions and changes should be considered. The survey report recommended first, that a curriculum committee be appointed to study the survey data and other related materials, and to make recommendations to the Board of Education and to the faculty; and, second, that the committee consider specifically: addition of agricultural courses; addition of electives in salesmanship, getting and holding a job, and automobile driving; addition of more electives in industrial arts; addition of a full-time guidance counselor in grades 7–12; greater stress upon skills in English and arithmetic; more emphasis upon personal qualities important in holding a job; provision for the continuation of the survey.

These recommendations were presented to the Board of Education and to the faculty when the reports were issued in December, 1951. Through a series of meetings the salient facts were stressed, findings evaluated, and recommendations weighed. The Board of Education favored continuing the survey process and a faculty group is studying the implications of the reports, together with related data.

Wide publicity was given to the reports. A junior student wrote a series of articles for the local papers, as a project for his class in journalism. The papers also featured the stories and editorials were written. Talks were presented to civic and business groups, to the parent-teacher association, and to

college groups. Graphs and charts, prepared by the art department of the high school, made these talks more colorful. Students were made acquainted with results, especially those concerned with qualities important in holding a job, through classroom discussion.

The survey reports were widely distributed to local groups and leaders, to principals of the schools involved in the survey, to educational officers in the county and state, and to individuals and groups interested in guidance. Reports were also placed in the county and local libraries.

Concrete evidences of the results of the survey began to show themselves during the school year, although curricular changes cannot be effected without further study. The number of job placements doubled; a form drawn up to evaluate personal qualities of students included several characteristics listed by pupils, parents, and employers as those important in holding a job. Also the functions of the guidance department have been made clearer to school personnel and to the community; good public relations have been fostered; and greater awareness of employment needs and trends has been established.

Putting Survey Data to Work

Putting survey data to work, in these and other ways, is vital to the school. The principal uses of the findings from some 150 occupational surveys analyzed by M. W. Zapoleon [*8*], Stuart Anderson [*9*], and E. C. Roeber [*10*], were: curriculum changes; plans for further study; strengthening vocational departments; placement gains; occupational information; revisions of guidance programs; establishment of curriculum, placement, and guidance committees. In Toms River expansion of the survey process to employees, to summer businesses, and to drop-outs is planned for 1952–1953. Further study is expected to result in more complete recommendations for curricular changes. Throughout the school year of 1951–1952 the philosophy as stated in the following quotation has governed the use of the survey results: "Occupational research is a means to an end. Its ultimate purpose in a total adjustment program is to keep guidance, training, and placement services in harmony with social, industrial, and occupational realities. To accomplish this end, it must be woven into the actual operating fabric of the schools, employment offices, and other agencies which are responsible for the occupational adjustment of youth. *It must,* in other words, *be put to work*" [*11*].

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conceptual

TRENDS IN COUNSELING

by MILTON E. HAHN

COUNSELING, as one of the newest areas of professional psychology, has all of the troubles with its conceptual trends that afflict the older siblings plus difficulties of its own springing from many sources. This area of professional psychology must depend heavily on many other groups in psychology for theory and methodology. It is obvious that we have not developed a store of unique systematic theories of our own.

In the interests of brevity, this paper is restricted to conceptual trends in only four areas. These are (1) counseling and psychotherapy, (2) counseling and personality theory, (3) counseling and learning theory, and (4) counseling as therapy. They are not necessarily the most important considerations for counseling psychologists but they are live issues for many.

There is lack of clear definition, operational or otherwise, of what either *counseling* or *psychotherapy* is. Many counselors agree that both are psychological processes carried on at a professional level by individuals with academic training at or beyond the M.A. level and, we hope, with appropriate internship exposures. There is general agreement also that both are branches of clinical psychology in the broad sense. Psychotherapy, however, tends to be medically and psychiatrically oriented. The greater the client adjustment distance from the hypothetical "normal," the more clearly his treatment lies in psychotherapy. With these examples of at least partial agreement, one might assume that some sort of clear differentiation is easily possible.

A few years ago a number of us held that opinion. However, the Boulder Conference, the joint conferences of the United States Public Health Service and the University of Michigan in 1949 [*19*] and the meetings of a committee of Division 17, American Psychological Association, at Northwestern last fall, disillusioned us. I know of few counselors or psychotherapists who are completely satisfied that clear distinctions have been made.

It appears that a number of those who thought of themselves as counseling psychologists are practicing psychotherapy. In a like manner many of those who consider themselves psychotherapists are performing functions which counselors have considered their special province. Even when the approach to definition is made through analysis of recommended training, the products of both rites of passage are strikingly alike in the arts and skills claimed for them.

Perhaps the most complete agreements are (1) that counseling and psychotherapy cannot be distinguished clearly, (2) that counselors practice what psychotherapists consider psychotherapy, (3) that psychotherapists practice what counselors consider to be counseling, and (4) that despite the above they are different.

In the realm of reaching decision and definition the following ideas all have proponents. Bordin has taken the stand that, "there is a discernible growing attempt to develop a conception of counseling which integrates it as a special subdivision of

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What's Ahead?

psychotherapy" [2]. Hahn and MacLean hold the position that the real situation is one of general clinical practitioners competent to practice psychotherapy among other skills [6]. They consider counselors practicing psychotherapy, with the severely neurotic or the psychotic, as a special group within the broader bounds of clinical psychology which includes the general practitioner. Rogers has been interpreted as considering counseling and psychotherapy to be interchangeable terms [15].

There has been speculation about the hypothesis that the counselor and the psychotherapist represent significantly different personality trait patterns. Is the psychotherapist as an individual possessed of a strong social welfare component among his major personality traits? If we consider the *Strong Vocational Interest Blank* as measuring important dimensions of personality, some evidence supporting this viewpoint may be drawn from the recently developed specific scales for various types of psychologists. Berdie and Paterson initiated research along these lines a few years ago but the results have never been published. Some light is thrown on this hypothesis by Kelly and Fiske in their study of Veterans Administration trainees in clinical psychology [1].

Counseling and Personality Theory

One point on which counseling psychologists generally agree is that their work should be based on a systematic formulation of personality development and organization. The fact that neither counseling nor other psychologists have developed a generally acceptable systematic approach to personality development or structure indicates the need to push forward rapidly toward such a formulation. It is of interest to note that Eysenck in the introduction to the section on personality development in the 1951 *Annual Review of Psychology* says, "Personality is probably the most general and least well defined term in use in Psychology. . . ." He continues, "I regard the study of personality as a scientific discipline subject to all the customary dictates of scientific methodology. This to my mind excludes the clinical, ideopathic, and intuitive methods of approach, except as sources of hypotheses" [4].

Because a major issue is concerned with the lack not only of clear definition, but also of clear direction in this regard for many of us, I quote from Sears in the *Annual Review of Psychology:*

> The situation is very different from that of learning, perception, or other segmental aspects of behavior . . . there is no need to conceptualize total action systems. Personality, as a field of study, however, comprises just those totalities, and hence the theorist must devise a sufficient number of variables to provide a possibility of reasonably accurate analysis but not so many that he approximates the multiplicity of traits, motives, emotions, feelings, images, and thoughts as these occur in the conscious or unconscious experience of the behaving person [3].

It appears that we do not know with any definiteness where we are going, nor are we certain as to our present positions. For example, the claims of psychology as a science are based, at least in part, on our inheritance from the biological and physical sciences. We have borrowed widely from them in the areas of quantification, general scientific methodology, and the treatment of data by statistical methods. However, the conceptualizations in the fields of personality development and organization have led us to split, among other issues, over the vexing problems of the nature-nurture controversies. Despite the connotation of the term clinical as "non-experimental," many of those in the practice of *counseling* and *psychotherapy* are accepting uncritically clinical prejudices, which might well derive from Lysenke as reasonable equivalents for research. That environmental factors account for all, or most, of the variance in personality differences imprinted on a *tabula rasa* is as difficult to substantiate experimentally as the opposite viewpoint. This easy dismissal of genetics is just a bit summary.

Because of the lack of a commonly accepted systematic approach to personality theory in psychological counseling, many practitioners borrow controversial working hypotheses from various current systems on

a personal acceptability basis. We borrow from many sources including psychoanalytic theory and factor analysis. Rogers has found partial agreement with his hypotheses and postulates among many counseling psychologists [15]. Mowrer has contributed to the rise of an enforced eclecticism through his provocative writings which relate learning theory and the dynamics of personality [9]. From the California studies of Adorno, Frenkel-Brunswik, Levinson, and Sanford, more mental indigestion is indicated in the analysis of ideas and research findings which must be done in the search for a working personality theory which counseling psychologists can ultimately accept.

In closing this section mention is made of the hypotheses from researchers in social psychology, including group dynamics. Confusion in this area has been great. On the one hand we have names like Lewin, Lippett, and Marquis, on the other we have lay *group dynamicists* combining group therapy, manipulative methodologies for controlling small groups, and "democratic" procedures. Some of this latter school appear closer to Dianetics than to Lewin.

Although this review has indicated more than a little chaos, many of us are not particularly discouraged. The discussions, disagreements, and controversies which are current indicate that many counselors have anxieties about conditions and that there will be continuing progress toward commonly acceptable systematized approaches with stronger foundations in research.

Counseling and Learning Theory

There appears to be general agreement that the learning process is of major importance in better adjustment for the "normal" client. Here, too, there is no generally accepted theoretical approach. A lively interest in learning and its relationship to personality structure, psychotherapy, and counseling has been evident in recent years. Misbach, for example, analyzed Freudian learning theory in a 1948 publication [13]. Sears has written of social learning relative to personality and secondary drive development [11]. Shoben contributed an article on counseling and learning theory which attracted much interest on the part of counseling psychologists. He was concerned with the reinforcement theories of Thorndike and Hull and an anxiety-reduction hypothesis [12]. The theoretical positions of Tolman and Guthrie have had serious consideration in the thinking of those who are attempting to formulate a systematic position on counseling and the place of learning theory in it. Mowrer, as was mentioned in the discussion of personality development and structure, has contributed ideas which need empirical trial [9].

One of the major road blocks in reaching a systematic position lies in the confusion surrounding definition of such activities as *advising*, *counseling*, and *psychotherapy*. If anxiety (drive) reduction is the *sine qua non* of counseling, it is also important in certain types of advising where information about simple, but unknown, routine steps may give complete release from acute anxiety. For example, the anxieties of the client who has received a 1-A draft classification, but who does not know the liaison services available to him on his college campus nor the selective service policies which govern his case, can be easily relieved. We move from this simple intellectual understanding (learning) of steps to be taken, to the changing of attitudes and value systems, sometimes with a deeply affective component, where *Rogerian* methodology may bring about a non-intellectual attitudinal restructuring which, in turn, reduces anxiety. The task of finding answers in learning theory is not an easy one, but again, many of us are optimistic as we continue the search.

Counseling as Therapy

The controversies in this aspect of psychology approach an intellectual pier-six-brawl with ethical overtones. Some of the by-products have been pure heat. There is, however, an increasing amount of mixed heat and light. The amount of pure light is still not great. However, the enthusiastic disagreements in the past decade may have led to greater unanimity in conceptual trends than in any of the three areas so far mentioned.

A first point of quite general agreement was stated by Bordin when he indicated his belief "that counselors will be more concerned with individuals who are within the normal range of personal adjustment" [17]. A majority of those counseling psychologists who commit themselves to print appear also to agree with a second viewpoint of his that all of the problems their clients present may be categorized as *personal* although the diagnosed causal, or client-verbalized major dimension may have a special label such as "educational," "religious," or "vocational."

Pepinsky has given us a definition of clinical counseling in which there is support for Bordin's position. He states that counseling can be considered "(a) as the diagnosis and treatment of minor (non-embedded, non-incapacitating), functional (non-organic) maladjustments, and (b) as a relationship, primarily individual and face-to-face, between counselor and client" [10].

Perhaps understanding of the conflict is more easily reached if we approach the battlefields after some study of the leadership of the conflicting therapeutic ideologies. To the writer it seems that one large group of practitioners has accepted leadership from those with close acquaintanceship with and sympathy for social welfare approaches. Another important group has followed leadership from those with medical training and orientation. A third group has been influenced by the student-administration needs of large institutions of higher learning.

Our first group, the social welfare advocates, is inclined to follow ideographic disciplines. The problems of the individual are so important, that, in extreme cases, our therapy must be based on a unique world as it is perceived by that individual. The counselor plans this therapy in such a way that the client may achieve his own better adjustment through continuing to live in this unique world with satisfaction, or to self-develop a new unique world, or worlds, to which, in turn, the counselor subscribes. Snygg and Combs have written of this general type of approach [16].

The second group, the medically oriented, while just as "client centered" as either of the others, subscribes to a greater extent to nomothetic disciplines. In medical practice there would appear to be little point in the long period of professional training if one proceeded to discuss various therapies and specific remedies with the patient and then permitted him to participate in the selection of treatment including rejection or partial acceptance. The client is to them a unique individual to whom a molar approach is necessary; nevertheless, they expect most patients to have but one head, appendix, heart, or cerebral cortex, as well as to conform to usual symptomatic diagnosis. The general approach is nomothetic, the individual approach is partly ideographic, and therapy is based upon both experimental evidence and clinical judgment. A less extreme expression of this point of view has been ably presented by Thorne [18].

The third group, the measurement oriented, has been fostered by psychologists with a statistical orientation. Psychometrics have been used more widely for diagnostic purposes than by the other schools of thought. Paterson, Bingham, Thurstone, Strong, Super, and others, have given impetus to a sound respect for a partially nomothetic approach. Their counseling endeavors have been most widely applied to clients who were students in colleges and universities although the methodologies have been widely practiced in industrial psychology and in the military in World War II. Like the other two groups, they are client-centered and committeed to molar concepts of personality organization. All three groups appear to be engaged more in preventing difficulties than in remedial work with those who have become extreme deviates.

As was intimated at the beginning of this section, the hope for early agreement on therapies in counseling is great. Many of our differences are situational, not in fundamental theory. In the final analysis, we all have but one major therapeutic tool—the interview. We are not "working doctors," we are "talking doctors." Our fiercest controversies are not about agreement on experimentally defensible closed systems of

learning or personality development and organization. Without such workable theoretic formulations, our battles over eclecticism are not on major theoretical grounds, but rather over the choice of interview methodologies which, although some special groups may lay claim to one or another, are really community property.

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LEARNING A CENTRAL CONCEPT

Learning is the central concept for any complete philosophy of human nature.—Robert F. Creegan in October *Educational Theory*.

THE PRINCIPAL AND EVALUATION

Finally, the principal contributes to guidance by looking for and pointing out the observable results of the program. He looks for desirable changes in the pupils, parents, school, and community. At a time when so much that occurs in human affairs is dramatic and cataclysmic—when numbers take precedence over quality—it is most desirable to develop sensitivity to signs and clues which, in themselves, may not be dramatic. As a matter of fact, human growth is not cataclysmic; its drama lies in the miracle of growth itself . . . . The principal sees that the great drama of life is really *within* human beings—and he looks for any possible evidence of growth in understanding and self-realization.—Glyn Morris in *Practical Guidance Methods for Principals and Teachers*.

SCHOLARSHIP WINNERS

How They Rate on Campus and in Class

B. LOIS WILLIAMSON *and* DANIEL D. FEDER

THIS STUDY attempted to investigate, by a comparison of scholarship and matched non-scholarship students, whether the high school honor scholarship[1] award selection program at the University of Denver was productive in terms of two criteria: (1) The extent to which scholarships were awarded to high school students who became campus leaders both academically and in co-curricular activities. (2) The differential extent, if any, to which scholarship students continued in college to the point of graduation after their scholarships terminated.

Literature comparing scholarship and non-scholarship students included Moon's study showing that competitive examination scholarship holders had higher grade point averages, greater persistence to the awarding of the baccalaureate degree, and a higher degree of student leadership than all freshmen and high school honor scholarship students [5]. Krugman's study gave additional evidence on the higher grade point averages of scholarship students [3]. Miller compared winners of different types of scholarships. He found that winners of competitive examinations and high school standing scholarship winners ranked higher in intelligence and achievement than did the other groups of scholarship winners, and that there were no differences on the basis of the size of the scholarships, the need to work for more money, or participation in extra-curricular activities either with the scholarship or non-scholarship students [4]. Williamson's study, which compared NYA grantee's with a control paired group of non-federal aid students and a total non-federal aid group, found that the higher grade point average of the NYA group was not statistically significant. He concluded that ability rather than motivation was the controlling factor in their higher grades [7].

On the basis of indications in previous literature and on preliminary findings in comparing the scholarship and non-scholarship students which showed a marked difference in the ability of the two groups, it was deemed desirable in this research to create matched groups in which the ability factor as measured by the A. C. E. (1945 edition) was kept constant. The total group, the freshman class entering the University of Denver in the 1947 fall quarter, was, for the purpose of this study, restricted to freshmen enrolled for the first time in a degree-granting college. In order to insure homogeneity of the group, veterans, foreign students, and students who graduated from high school before 1947 were omitted.

One hundred and five students (45 men and 60 women) were included in the scholarship winner group. However, 21 cases of this original group were eliminated from the matched group study because of incomplete data. The non-scholarship group included all students in the study not classified in the scholarship group, 461 students of whom 255 were men and 206 were women. As in the scholarship group, certain of these students were not used in all parts of the study.

The matched non-scholarship group was selected from the non-scholarship group

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[1] An award of half-tuition for one or two years to high school graduates whose academic records placed them in the upper 10 per cent of their graduating classes.

TABLE 1

Comparison of Scholarship, Matched Non-Scholarship, and Total Non-Scholarship Groups in Ability and Achievement

Group	Sex	N	A. C. E. M	A. C. E. σ	G. P. A. M	G. P. A. σ	r	σ_r
Scholarship								
1st qtr. in school	F	47	73.99	20.43	2.06	0.68	0.13	0.14
	M	37	78.58	21.54	2.02	0.81	0.39	0.14
Graduates	F	25	75.50	19.03	2.27	0.43	0.56	0.14
	M	12	89.17	9.05	2.23	0.51	0.14	0.23
Matched non-scholarship								
1st qtr. in school	F	47	73.89	19.02	1.99	0.61	0.16	0.14
	M	37	78.99	19.60	1.72	0.66	—0.08	0.17
Graduates	F	25	75.70	18.22	2.11	0.45	0.04	0.20
	M	12	89.59	6.18	1.90	0.52	—0.34	0.32
Total non-scholarship								
1st qtr. in school	F	168	54.20	24.60	1.59	0.74	0.33	0.07
	M	202	55.40	22.52	1.31	0.74	0.20	0.07
Graduates	F	58	58.80	24.44	1.95	0.47	0.34	0.10
	M	57	56.10	25.45	1.74	0.40	0.26	0.12

who were graduated, and was matched by sex and scholastic aptitude with the scholarship group.

Grade point averages for each student were calculated by dividing the number of quality points earned by the number of hours attempted. Quality points per quarter hour are: A = 3, B = 2, C = 1, D = 0, F = minus 1. Averages were made on two bases: first, an average was computed of the work done during first quarter in college; and second, and only for students who graduated, quarterly averages were computed for all additional quarters attended, and an average of all work done was computed on that basis.

Ability and Achievement

Effects of the matching are reflected in TABLE 1. Comparison of the groups in this table and evaluation of obtained differences reflected in TABLE 2 show:

TABLE 2

Evaluation of Mean Differences in Achievement of Scholarship and Matched Non- Scholarship Groups

Group	Mean	σM	diff M_1-M_2	σ diff	diff / σ diff
Women, first quarter					
Scholarship	2.06	0.10			
Matched, non-sch.	1.99	0.09	0.13	0.06	0.49
Women, graduates					
Scholarship	2.27	0.09			
Matched, non-sch.	2.11	0.09	0.12	0.16	1.29
Men, first quarter					
Scholarship	2.02	0.13			
Matched, non-sch.	1.72	0.11	0.17	0.30	1.78
Men, graduates					
Scholarship	2.23	0.15			
Matched, non-sch.	1.90	0.15	0.21	0.33	1.59

The formula for evaluation of mean differences for correlated groups was not used because of the low correlations in the data; any error from this choice would be in the direction of conservatism.

1. Average A. C. E. score on total non-scholarship group is considerably lower in all cases than for the scholarship and matched non-scholarship groups.

2. For both, grade point averages and A. C. E. score means are higher and standard deviations are lower in all categories for students who graduated than for students during their first quarter in college.

3. Average A. C. E. is higher for men than women in all groups except male graduates, total non-scholarship group, but the grade point average is higher for women than for men in all cases.

4. The grade point average of the scholarship group is considerably higher in all cases than that of the non-scholarship group and even when matched by A. C. E. total percentile scores scholarship students show a slightly higher grade point average. The difference in mean achievement of .217 with a critical ratio of 2.893 is statistically significant when it is remembered that the matching process tends to make smaller differences more reliable.

5. Standard deviations of the grade point averages are so close as to indicate relative homogeneity of achievement by the scholarship and matched non-scholarship groups.

6. Intercorrelations of the A. C. E. total percentile and grade point averages of the total groups are relatively low with the two extreme correlations (.126 and .561) in the scholarship groups. The relatively small number of cases in the scholarship groups may have some bearing on these results; the unreliability of the correlations is further reflected in the magnitude of the standard error of r.

7. Correlations of the matched groups are, for most purposes, of zero magnitude except for the men graduates, matched non-scholarship group, and it is assumed that this relatively larger and negative correlation is caused by the few cases in that group. Again, the standard errors of the correlation coefficients are so large as to indicate the statistical unreliability of these coefficients.

8. The differences in achievement between the scholarship and matched non-scholarship groups are not statistically significant. However, all of the differences favor the scholarship groups.

Perseverance in Attendance

All available cases in both scholarship and non-scholarship categories were used in the analysis of perseverance toward graduation. In the summary of findings in this section the 100 per cent total equals all drop-outs in each group. The data indicate that:

1. The largest per cent of drop-outs between school years and before graduation occurred at the end of the first year. The percentage of drop-outs at this time is higher for the scholarship groups (60 per cent) than for the non-scholarship groups (53 per cent).

2. The mortality at the end of the second year is less than half that at the end of the first year. At this point there is practically no difference between the scholarship and non-scholarship groups but the mortality of women is considerably higher than that of men.

3. The percentage of drop-outs continues to be lower each succeeding year except for the men scholarship group, which shows a mortality at the end of the fourth year (without graduation) which is 16 per cent higher than at the end of the third year.

4. The percentage of men versus women drop-outs in the last two years reverses the trend of the first two years with fewer women dropping out than men at both times.

5. A higher percentage of scholarship students dropped out of school at the end of each year except the third one.

6. Eight per cent more scholarship men than non-scholarship men completed work to receive a baccalaureate degree; 15 per cent more scholarship women than non-scholarship women graduated. The percentages for both scholarship groups were above the average percentage for the whole group. Sixteen per cent more scholarship and 9 per cent more non-scholarship women graduated than did the comparable groups of men.

7. Although the foregoing statements indicate that the mortality patterns for both

scholarship and non-scholarship groups are very similar, there was higher mortality in the scholarship group at the end of the first year. However, in terms of total mortality, the scholarship groups show a slightly higher percentage of students who persisted to graduation.

Six professional members of the University of Denver Student Personnel Services staff, all of whom work closely with students in their co-curricular activities, judged student leadership. They were given lists of all students within the study who had been graduated by the end of summer quarter, 1951. Instructions asked them to check the names of those students whom they considered as having demonstrated notable leadership. A frequency table was made from these lists for each of the four subgroups showing the number of judges who considered these students as leaders. A further check was made by using the list of seniors and their activities in the 1951 edition of the student yearbook, the *Kynewisbok*, when they had already been designated by one or more of the leadership evaluators [*1*]. For each check by one of the judges and for recognition in the *Kynewisbok* one point was awarded. Thus a total of seven points could be received by any student leader. The essential subjectivity of such ratings is clearly recognized. The rationale for their use is in the common practice of student personnel workers in their daily contacts.

Twenty-six per cent more men and 24.2 per cent more women in the scholarship groups as compared with the total non-scholarship group and 58.4 per cent more men and 40.0 per cent more women from the scholarship group, when compared with the matched non-scholarship groups, were recognized as having shown student leadership. These differences between the scholarship and matched non-scholarship groups are statistically significant (C. R. = 4.51).

By using the number of leadership checks assigned by the judges as score points, individual quantitative scores were derived in order to estimate leadership performance of each student. Comparing the groups in terms of the mean scores thus obtained it is observed that:

1. A higher percentage of scholarship students became recognized leaders than did non-scholarship students, but the number of judges who recognized each individual as a leader showed only a relatively small difference in favor of the scholarship groups as indicated by the number of ratings received by each leader.

2. Comparison of the matched groups shows both scholarship men and women received a higher average of leadership points than did the non-scholarship groups, and the men received a rating 1.153 points higher than did the women.

3. In comparing the total groups with the matched groups, a slightly higher total average of points is found with the matched groups; within this category, the total men's and the scholarship women's mean ratings are higher in the matched groups.

The scholarship students were superior to the non-scholarship students in ability and achievement in this study until the non-scholarship students were matched with the scholarship students in terms of ability. Thereafter, differences in achievement were reduced in statistical significance, but nevertheless remained markedly in favor of the scholarship groups in all categories.

Although the mortality of scholarship and non-scholarship students followed the same general pattern, a higher percentage of scholarship students achieved baccalaureate degrees than did non-scholarship students.

The most marked differences between scholarship and non-scholarship students were observed in the comparison of student leadership with the scholarship students rating higher both quantitatively and qualitatively.

It is therefore concluded, while recognizing the smallness of the samples involved, that the investment made in these scholarship students on graduation from high school was a worthy one.

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THE STRATEGY OF ADJUSTMENT

The greatest merit in Fromm's concept is the break with the psychoanalytical tradition powerfully initiated by Freud which put all emphasis on study and therapy of the abnormal. With Fromm we have come to the turn of the road which leads now to the description and understanding of the normal, not only in negative terms of avoiding abnormal features, but in vigorous and inspiring positive terms. The author unfolds a picture not of man who holds on to mental health with the skin of his teeth against the powerful onslaught of the forces of abnormalcy, but of man who makes a great worthy experience out of his life.—Oscar Oppenheimer in October *Educational Theory*.

FREEDOM WITHIN THE LAW

The whole problem of freedom in public education seems as simple as this: freedoms are learned—one has freedom of thought only as he learns to operate within the controls of rational discourse; he has freedom of opinion only when he learns how to separate "truth" from deliberate propaganda; he is free socially only after he has learned to live within the structure of social amenities; he is free politically only in so far as law affords protection of political rights; he is free to build a better democratic order only as he learns to fulfill the law-abiding conditions necessary for its extension. Anything less than these is at most an *illusion* of freedom; and one who thinks he can find freedom outside the structure of law is, as Dewey observes, ". . . directed by forces over which he has no command."—Oscar Oppenheimer in October *Educational Theory*.

effects of counseling

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PROFESSIONAL counselors have had the benefit of relatively few studies to assist with *the problem of evaluating the effects of counseling.* Coe and Habbe [*3*:338] stated that counselors are generally ". . . so preoccupied with the day-to-day routine of counseling and office duty that they neglect matters of research and evaluation." As emphasized by Froehlich [*6*], O'Dea [*8*], Rogers [*9*], and by Williamson and Bordin [*10*], progress in counseling is dependent upon research.

Some researchers have accused counselors of applying new counseling methods and then, as Wrenn [*12*:409] stated, "trust in God that it will prove to be all we expect of it." Wischner and McKinney [*11*:180] suggested in a review of the status of counseling that ". . . since there has been an introduction of new methods without adequate evaluation of the old, it would seem desirable to take stock. . . ." In a critique of the guidance movement, Wrenn [*12*:409] wrote ". . . a constant check must be made upon what had been done so that procedures can be changed in the light of what is learned . . . no large claims as to the value of these new procedures should be made unless there is at least some objective proof."

Professional groups interested in improving the practices of counselors are keenly aware of the impelling need for coordinated research to bind together and give larger meaning to the continued efforts of the individual researcher. Hahn [*7*] pointed out that the need for evaluating the effects of counseling has been so severely felt that at present several divisions of the American Psychological Association are pushing overall and team-research activities. The American College Personnel Association has been directing increasing attention to the evaluation of counseling. The National Vocational Guidance Association has interested itself in the assessment of total programs. Despite these past and current overall efforts, counselors have been lacking in direction because of the need for more research on specific ways of evaluating the effects of counseling.

Summary of the Literature

The eighty references reviewed by the writers pertaining to an evaluation of the effects of counseling led to the following summary:

- There is a need for research to discover the relative efficacy of the known criteria for evaluation of counseling.
- There is a need for evaluative methods which meet acceptable research standards, but which are not beyond the reach of the practicing counselor.
- The lack of suitable criteria has been the greatest single difficulty of evaluation.
- To date, there is no clear-cut set of criteria that would be applicable in evaluating the effects of counseling in all situations.
- Every criterion that has been used in evaluating counseling has elements of error.
- In any experiment measuring the outcomes of

Three useful criteria

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counseling, a range of three or more criteria needs to be used not only to get at the many aspects of counseling outcomes but also to overcome the unreliability and the biasing effects of single criterion.

- It is extremely difficult to design studies to evaluate counseling and at the same time even partially eliminate extraneous factors in causing counselee gains.
- In order to have relatively complete evaluative methods, both immediate and delayed effects of counseling should be measured.
- There is wide disagreement among counseling specialists as to what criteria should be used to measure counseling outcomes.
- Different criteria measure different aspects of the effects of counseling.

The literature revealed that more than 16 different criteria have been used by investigators for purposes of evaluating the effects of counseling. Certain criteria were not considered in the study because they did not lend themselves to research facilities available at Oregon State College [4]. Ten criteria, TABLE 1, were considered by the writers in evaluating the effects of counseling.

On the basis of a review of the research pertaining to the 10 criteria and the results of findings of an opinionnaire reported in TABLE 1, three criteria were selected by the writers for the purposes of the study. The criteria selected as being, in general, most acceptable for evaluating the effects of counseling were: (a) *counselee satisfaction,* (b) *counselee understanding of test data,* and (c) *before-and-after tests of personality and social adjustment.* The writers combined social adjustment and personality as one criterion.

Results of Opinionnaire

The 10 criteria considered were listed on double postcards and mailed to those people who had recently published articles concerning the criteria being considered. In addition, cards were mailed to 71 of the members of the American Psychological Association who have a fellow rating in the Division of Counseling and Guidance Psychologists. These specialists were requested to select from the list the five criteria which they considered most useful and to indicate the order of their preferences. Forty-eight usable cards were returned.

TABLE 1 reports the preferences of the specialists. The votes were also given weighted scores in order that a combined rank preference of the 48 specialists could be recorded. Even though some of the criteria received a limited number of votes, it is evident that there are authorities who merit the same criterion as a first choice.

Procedures of the Study:

The writers attempted to evaluate the effects of the counseling with 36 counselees using the three criteria selected.

Step One: When a student came to the Counseling Bureau to make an appointment, the student or counselee was given an autobiographical form to fill in. In addition, a pamphlet explaining the services of the Counseling Bureau was given to each counselee along with a form letter explaining a desire to administer some inventories to him before his first appointment with a counselor.

Step Two: The counselee completed the autobiographical form and took the Minnesota Multiphasic Personality Inventory, the California Test of Personality, and a Test of Self-Understanding [5]. The counselee then arranged for his sessions with the counselor.

Step Three: In the early stages of his counseling, the counselee completed a uniform battery of tests. In addition, the counselor may have assisted the counselee in the selection of additional tests which would apply to the particular counseling situation [1].

Step Four: One month after the termination of the counseling sessions, the counselee was asked to return to the Counseling Bureau. At this time he was again given the Minnesota Multiphasic Personality Inventory and the Test of Self-Understanding. The counselee also indicated his satisfaction with the counseling services by use of an opinionnaire [5].

Step Five: Four to five months after the termination of the counseling sessions, the counselee was again asked to retake the California Test of Personality.

TABLE I

Results of the Preference of Forty-eight Specialists for Ten Selected Criteria Used to Evaluate the Effects of Counseling

Criteria for Evaluation	Votes 1	2	3	4	5	Weighted Scores	Rank
1. Congruence of Objectives (Counselor and Counselee)	8	3	2	4	1	67	6
2. Counselee Satisfaction (Student Opinion)	9	8	9	7	4	122	1
3. Counselee understanding of opportunities, test data, "advice," at termination of sessions	9	6	10	5	2	111	2
4. Judgment of an "outside-expert" counselor (from case records)	5	9	5	1	6	84	4
5. Before-and-after tests of personality and changes of self-attitude	7	7	4	6	5	92	3
6. Grades: Academic achievement	4	3	3	5	5	56	7
7. Social adjustment	4	4	2	10	11	73	5
8. Continuance in College training	1	1	2	1	1	18	10
9. Observations of student training	0	3	7	6	3	48	8
10. Counselor's judgment of progress	0	3	4	3	6	36	9

Of the 36 counselees, six cases were written in complete detail for the purpose of demonstrating in full the methods used in this study. Additional information about this study may be obtained from J. David O'Dea at the University of Wisconsin at Milwaukee.

Conclusions

The following conclusions are based upon the information the writers have obtained from this study and from the literature reviewed.

- The use of pre-test personality inventories, preferably the Minnesota Multiphasic Personality Inventory, can function as a definite counseling and screening aid to the counselor.
- One element related to the criteria of personal adjustment is indicated by the MMPI profiles. An examination of the L, F, and K scores of the counselees pointed out and supported the claim that the criteria for the success of counseling should in part be concerned with the degree and the direction of change in the self-concept with its concomitant effects upon behavior.
- The results of the study seemed to indicate that a change does not occur in the basic personality structure of the counselee as a result of a limited number of two or three sessions. However, some of the cases experiencing five or more sessions did seem to demonstrate limited changes in personality structure.
- With the development of an increasing awareness on the part of the counseling profession of the significance of client attitudes the study supports the growing trend for counselor-trainees to be required to obtain a fundamental background in individual differences as well as in testing.
- Contrary to the opinion held by some counselors, the results of the study indicated that the administration of the tests did not hinder the counseling process in any way; rather, on occasion the tests seemed to facilitate the development of the counseling process [2].
- The results of the study do not appear to disagree, except on emphasis, with the findings of other studies related to the area of evaluation of the effects of counseling.
- Due to the acknowledged crudity of the Test of Self-Understanding, the writers temporarily exclude its use in evaluative studies until such time as the instrument has been refined and improved. Necessary revisions to this potential instrument are currently being made.
- In view of the findings of the literature reviewed and the results of the study, the writers encourage the use of the counselee opinionnaire [5] and the Minnesota Multi-

phasic Personality Inventory in future studies.

• Changes of self concept is considered to be one of the most important factors in evaluating the effects of counseling.

The conclusions from the study have been made with caution to prevent distortions in the interpretation of the results. The conclusions are limited because of the small numbers of counselees involved and because of the acknowledged crudity of some of the instruments used.

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THE CASE CONFERENCE TECHNIQUE

place great stock in the value of the case conference-child study technique, so much so that were I to initiate another guidance program I think I should begin with this. If there is no information on pupils, the simple process of observation will stimulate the desire to secure it. If there is well-organized, accurate information so much the better. But regardless of whether information is or is not available, this approach can be used with a minimum of resistance by teachers who fear their professional ability may be subject to evaluation in a program for improvement of guidance.—Glyn Morris in *Practical Guidance Methods for Principals and Teachers.*

THE USE OF TESTS

Many millions of tests are administered in our schools each year .... Are the results of one-tenth of these tests actually used? In a large proportion of schools where use is made of test scores, that use is only for an immediate and transitory purpose, such as grouping of pupils or assigning of marks at end of semester. In comparatively few schools, even today, do test results become an integral part of cumulative record that grows and acquires meaning with growth and development of the pupil?—Arthur Traxler, Educational Records Bureau, in October 20th *Education Summary.*

CRITERIA FOR PHYSICAL ANALYSIS FORMS[1]

George L. Germain, C. G. Browne, and Roger M. Bellows

PLACING PEOPLE in jobs has been given a great amount of attention by psychologists, job analysts, counselors, and guidance workers. The importance of fitting the man to the job, or the job to the man, is evidenced by the great number of studies appearing in the literature. Quite obviously, one of the important aspects of the placement process is concerned with physical aspects—the physical requirements of the job itself, generally called physical demands, and the physical capacities of the individual.

Various forms have been devised and used for recording job physical demands and individual physical capacities. A study of the literature on physical performance and conferences in the United States, Great Britain, Canada, and Sweden yielded nine criteria for evaluating physical capacities forms and physical demands forms. A study of 13 forms [*5–17*] currently used by the United States and Canadian military and governmental agencies revealed wide differences between the forms. None of the forms approach a standard which satisfies all of the criteria of adequate physical analysis forms.

This article, following one on physical profiling systems [*2*], discusses the nine criteria and relates them to the various forms studied.

One criterion of physical capacities and physical demands forms is that they must be brief enough to be administratively feasible. Physical characteristics are only one part of the placement process. Many other variables (e.g., test results, training, experience, etc.) also must be taken into account. Large numbers of people and jobs are involved in placement activities and this is particularly the case in the military situation. Furthermore, it frequently is desirable and necessary to incorporate these placement data into a punch card coding system, which imposes rather stringent limitations on the number of characteristics which can be utilized.

The forms studied contained from 54 to 112 items. In view of the above considerations, these are too many items to satisfy the criterion of administrative feasibility. This suggests that some form of summary device is desirable, although the profiling systems previously discussed [*2*] have not been generally satisfactory or successful.

Physical measurement forms must be complete enough to be properly definitive of all the jobs and individuals for which they will be used. In other words, they must reflect all types of physical demands and physical capacities which are of critical importance. Not only physical characteristics such as coordination, lifting, and speaking, but also the "working conditions which affect the physical requirements of jobs" (cramped quarters, respiratory irritants, working with others, etc.) must be taken into account.

All of the physical demands forms studied contain both items of physical characteristics and items of working conditions. However, only two [*11, 15*] of the physical capacities forms contain items pertaining to working conditions, *i.e.*, capacity to tolerate

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the various working conditions which affect the physical demands of jobs.

This criterion might seem to be in opposition to the first-mentioned criterion (administrative feasibility), but it need not be if a suitable summary device can be developed.

Simplicity of Terminology

A third criterion requires that physical demands and physical capacities forms maintain simplicity of terminology. The terminology should not consist of technical expressions peculiar to a given field of study. Medical personnel, job analysts, psychologists, and placement personnel all should understand the terminology and agree upon its meaning.

Physical demands of jobs are determined by job analysis—a systematic study of the duties, requirements, and skills necessary for performance of a job. This study of the job ordinarily is conducted by psychologists or job analysts. Typically, the terminology used by these people to express the physical demands of jobs is simple and easily understood (e.g., carrying, grasping, reaching).

Physical capacities of individuals usually are determined by means of a medical examination which is performed by a physician or medical specialist. Typically, the terminology used by these people to express physical capacities consists largely of technical jargon peculiar to the field of medicine (e.g., ocular motility, varicosities, diastolic blood pressure).

Physical measurement forms must be sensitive to quantitative variation. That is, they must show appropriate differences in *degree* of physical requirements and capacities, such as the amount of weight which must be carried or the amount of weight which the individual is capable of carrying. Two different jobs, for instance, might involve "carrying" as a critical demand, and yet they could be very different with respect to this demand since the first job might require carrying only comparatively light weights (15 pounds or less) while the second job might require carrying rather heavy weights (50 pounds or more).

There are considerable differences in the systems of expressing quantitative variations among various forms. Some of the physical demands forms studied [*9, 13, 14*] have a dichotomous system of expressing quantitative variation. In these cases the various items of the form are indicated either as *required* or *not required.*

Two of the physical capacities forms [*11, 15*] express quantitative variation by a trichotomous system consisting of symbols representing "full capacity," "partial capacity," and "no capacity." It is questionable whether such systems are refined enough to reflect properly the difference in capacities from person to person so that individuals could be placed in jobs having physical demands commensurate with the capacities of the individuals. There is likely to be considerable ambiguity regarding such terms as "full," "partial," and "no" capacity, with the result that the reliability of these instruments is questionable.

In some instances [*5, 8, 17*] "frequency" and "duration" have been included on the forms as variables to aid in expressing quantitative variation. On one form [*5*], for example, columns are provided for checking durations of "less than 1 hour" and "more than 1 hour"; and frequency may be checked as "hourly," "daily," "weekly," or "monthly." However, difficulties sometimes arise with systems of this kind. For instance, assume that "extreme cold" was checked for a particular job as having a duration of more than one hour and a daily frequency. This could mean that extreme cold is involved once per day for two continuous hours, or each day for two hours but in intermittent 10-minute intervals, or each day for the entire working period, or any one of many other possible combinations of frequency and duration.

Much work remains to be done in the development of a satisfactory method of expressing quantitative variation of physical capacities and physical demands.

Minimum Training Time

A fifth criterion requires that a minimum amount of time be needed for training the users of the forms. The forms should be

simply constructed, the terminology should be clearly defined and readily understandable, the manuals of instruction should be concise and uncomplicated, and the rating system should be easy to use. Normally there is not a great deal of time or money available for training people in these techniques. Therefore, this practical criterion assumes considerable importance. In the military situation, especially in time of total mobilization, untrained personnel have to be trained to use these techniques on relatively short notice.

When the forms are being designed and developed, their purpose must be kept clearly in mind. Whether the techniques are to be used for mass allocation of manpower or for placement of specific individuals on specific jobs, for example, will influence the characteristics of the forms.

The physical demands forms studied are quite detailed and probably were developed to be used for placing specific people on specific jobs. Mass allocation of manpower would have to be handled by means of summary devices rather than the lengthy, unwieldy forms.

The medical forms studied have, in the main, been designed to show the general physical condition and the physical limitations of individuals. Only in two cases [*11, 15*] have they been designed specifically as *physical capacities* forms, that is, to show the individual's functional physical capacities and environmental tolerances. Physical capacities forms should be developed, keeping in mind the purpose for which they will be used.

A seventh criterion is that physical capacities and physical demands forms used in a given situation must have a common terminology. Both the physical capacities form and the physical demands form used by a given organization should contain the same items expressed in the same way.

The primary goal of research and study in the area of physical capacities and physical demands is the optimum utilization of manpower. In order to achieve this goal, men and jobs must be matched in terms of physical capacities and physical demands. This matching process requires uniformity and coordination between the evaluation of the physical capacities of people and the evaluation of the physical demands of jobs.

An analysis of the items found on the various forms studied pointed out that commonality of terminology between forms has not been achieved, except in one activity [*14, 15*]. As an illustration, "climbing," "lifting," "pushing," "standing," and "walking" are found on six of the physical demands forms but on only two of the physical capacities forms. Conversely, "height" and "weight" are found on six of the physical capacities forms but on only two of the physical demands forms. In other words, in six instances jobs are analyzed as to whether or not they require climbing, lifting, pushing, standing, and walking; but in only two instances are the personnel who must perform these jobs evaluated as to their capacity for climbing, lifting, pushing, standing, and walking. On the other hand, personnel are evaluated as to height and weight in six instances while the height and weight requirements of jobs are evaluated in only two instances. Many other similar discrepancies exist.

To secure more specific information, the extent of commonality of terminology between the physical capacities form and the physical demands form of each specific agency was investigated. The correlations shown in TABLE 1 present rough quantitative indications of the extent of such commonality.

The figures in TABLE 1 indicate that, with the exception of the forms used by the United States Employment Service, there is little commonality of terminology between the physical demands forms and the physical capacities forms of the various agencies. The other agencies have relied on their regular medical examination forms to serve as expressions of the physical capacities of the individual being examined. This does not mean necessarily that the medical forms do not contain the information necessary for an evaluation of the physical capacities of individuals which can be directly related to the evaluation of the physical demands of jobs. Rather, the figures of TABLE 1 reflect the fact that typically the medical

forms contain such terminology as "systolic blood pressure," "urinalysis," and "vascular system," while physical demands forms contain such terminology as "crawling," "kneeling," and "lifting."

TABLE 1

Correlations Which Express the Extent of Commonality of Terminology between the Physical Demands Form and the Physical Capacities Form of Specific Agencies*

Agency	*Correlation*
United States Army	.08
United States Air Force	.10
United States Navy (experimental form)	.19
United States Navy (regular form)	.27
United States Civil Service Commission	.29
Royal Canadian Navy	.29
Royal Canadian Air Force	.31
United States Employment Service	.99

* These correlations were computed by the formula:

$$r_{xy} = \frac{n_e}{\sqrt{n_x + n_e} \quad \sqrt{n_y + n_e}} \text{ in which}$$

n_x equals the number of elements unique to variable X, n_y the number unique to variable Y, and n_e the number common to both variables. McNemar, Quinn. *Psychological Statistics.* New York: John Wiley & Sons, Inc., 1949, p. 118.

There is need, then, to develop *physical capacities forms* which can be used by medical personnel in evaluating and recording the physical capacities of individuals. In view of the criterion regarding *simplicity of terminology*, it would seem that these physical capacities forms should contain such terminology as is used on physical demands forms, rather than changing the non-technical physical demands terminology into something directly comparable with the technical terminology now used on medical forms.

There also is need for commonality in the rating system used by given agencies on their physical demands forms and their physical capacities forms. It was noted above, for example, that the forms used by the United States Employment Service do contain the same types of items expressed in the same way. However, it should be pointed out that the rating systems differ from their physical demands form (symbols representing "required" and "not required") to their physical capacities form (symbols representing "full capacity," "partial capacity," and "no capacity"). It is rather difficult to relate directly this trichotomous physical capacities rating system to the dichotomous physical demands rating system. For instance, if the physical capacities form of a given individual indicates that he has "partial capacity" in a number of physical characteristics, can he physically perform a job the physical demands form of which indicates that these same characteristics are "required"?

Since the object of work in this area is to relate the physical capacities of individuals to the physical demands of jobs, it is clear that individuals and jobs should be evaluated with regard to the same types of characteristics and that the same type of terminology should be used for expressing physical capacities as is used for expressing physical demands.

Positive Viewpoint

An eighth criterion is that physical capacities and physical demands forms should express the positive viewpoint. In the positive approach, the interest is in what the individual can do (what his functional physical capacities and environmental tolerances are) rather than in what he cannot do or in what ways he is deficient. Using the positive approach, the same forms and techniques can be used for all individuals and jobs regardless of how little or how much the job requires and regardless of how much or how little capacity the individual may possess. Furthermore, the use of "disability lists" is avoided and one need not think in terms of "handicapped" people, since as a matter of fact, all people are physically handicapped for some jobs. In other words, interest is not in morbidity but in function—how well the individual *can* see, climb, walk, run, jump, crawl, hear, talk, reach, and so on.

Physical analysis forms must lend themselves to statistical evaluations of reliability and validity. If they do not give consistent results and if they do not do the job they

are meant to do, then they are not good tools. It may be that existing techniques do lend themselves to such checks of goodness. However, there are no indications that such checks have been made. Studies of the reliability and validity of these techniques are needed.

Summary

A study of 13 physical analysis forms in relation to nine criteria indicates that: Germaine, et al.

- Summary devices are necessary for reducing physical capacities and physical demands information to an administratively feasible form.
- The forms currently used as physical capacities forms have, in the main, failed to reflect functional physical capacities and environmental tolerances.
- The forms currently used as physical capacities forms tend not to meet the criterion of simplicity of terminology.
- A good system of expressing quantitative variation on physical demands and physical capacities forms is needed.
- Typically, the physical demands form and the physical capacities form of the same agency do not contain the same items, do not utilize the same type of terminology, and do not use the same type of rating system.
- Studies of the reliability and validity of physical capacities forms and physical demands forms are needed.
- The physical demands and physical capacities areas of investigation provide fertile and challenging grounds for study and research.

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YOUTH BELONGS TO THE FUTURE

As he saw it, schooling had no relevancy to the changing human condition for which it claimed to prepare the generations .... It was to the past where the young do not belong, not to the present and the future which are so peculiarly youth's all, that the schools endeavored to bind each successive generation.—Horace M. Kallen in reference to *The Education of Henry Adams* in Summer *Harvard Educational Review.*

Working Youngsters Have It Tough. . .

Says ***RICHARD KOHS***

WHAT DIFFERENCE does an after-classes job make in the life of a high school youngster? Are his problems very unlike those of the boy with more spare time and less cash?

To get some answers to these questions the writer studied 266 freshmen enrolled in a boys' high school on the West Side of Chicago.

A few studies have pointed out that employed students have more problems, need more specific direction and guidance, and, lacking guidance, are more apt to withdraw before graduation. Findings of this study tend to substantiate those of the earlier investigations.

The Mooney Problem Check List (High School Form) was the main source of information for this study. Some personal data, obtained from the guidance files, were collected at the time of the interview with each freshman student by the guidance director. Intelligence test scores were also taken from the school's records. The mental test used was the Kuhlman-Anderson Intelligence Test. Information about students' employment, home, family, recreation, participation in school activities, and other personal data were obtained through the use of a questionnaire.

The information obtained from the school files, the Mooney Problem Check List, and the questionnaires was tabulated in such a way that the characteristics of the working student could be distinguished from those of the non-working student. Fourfold correlation tables were set up in order to determine by means of the phi coefficient the relationship that exists between whether a student is or is not working, and the extent to which he is characterized by selected factors. The chi-square test of significance was applied to these coefficients and P values were ascertained.[1]

Forty-one per cent of the students worked over five hours a week at such outside occupations as grocery and meat markets, which employed the most, or newspaper circulation, which was next in frequency. Joe Jones—the typical employed student—put in 14.64 hours each week, of which 10.4 were on school days. He earned $7.98 in each week, which put him well ahead of his unemployed schoolmate who typically received an allowance of $2.78 to cover the same period. Since spending money was the lure drawing most (81.7 per cent) of the students to their jobs, Joe was probably better known at the soda fountain and other such areas of generous living. (Actually, slightly over one-third of the employed students worked to pay their way through school and a similar number worked to help their parents. These findings are in accord with Legg and Johnson, and Prescott, in their studies of reasons for student withdrawal from school.)

Joe was more apt to have personality problems than his unemployed classmate—as shown by a relationship with a P value of 0.26—but both were less neat than they might have been. Of the two, Joe was more

RICHARD KOHS, at present serving with the Armed Forces, holds an M.A. in education from De Paul University.

[1] The probability values of the chi-square for one degree of freedom were ascertained from an unpublished table prepared by A. H. Malo, De Paul University, 1950.

But Jingling Pockets

Are Some Compensation

apt to have made a vocational choice (the relationship shows a P value of 0.26), while his more relaxed friend showed more inclination to continue his education in college (the relationship has a P value of 0.23). Looking to further study didn't appear to be tied in with higher intelligence, though, for no significant difference was found between that of the working and non-working students.

Although Papa Jones and his wife were slightly older than the unemployed students' parents, there apparently was no connection between parents' ages and the fact that their children worked. On an average the fathers were about 45.8 years old, while the mothers—who weren't always inclined to come through with the facts—appeared to be about 41.8. Fifty-six per cent of the fathers worked at skilled, semi-skilled, and unskilled jobs, which meant—according to other studies—that their children probably needed special attention from the school.

Sons of professional and white collar workers were more apt to be employed (the relationship has a P value of 0.11). This might be because their fathers' incomes were not as high as other workers', or possibly because the boys tried to live at a higher social level and thus needed the money. Youngsters seemed to be slightly more inclined to work if their mothers didn't, and in the whole group a little over a fourth of the mothers were bringing home paychecks. Joe Jones was more apt to be living in a rented home than his unemployed classmate (a relationship having a P value of 0.12), but he was a little less likely to have to share his bedroom. Slightly over one-half of both employed and unemployed students lived in rented homes, and only 37.6 per cent had their own bedrooms. The freshman student often indicated this lack of privacy as a problem on the Mooney Problem Check List. Joe Jones' home was smaller than that of his non-working classmate's (a relationship with a P value of 0.10) and he had more brothers and sisters living at home than did his unemployed friend (a relationship with a P value of 0.03). The average student's home consisted of six rooms.

The school has over 30 different activities in the way of sports, studies, writing, and hobbies, and about half the freshmen took part in them. Joe, of course, had less after-school time free than other members of the class, who participated to a slightly higher degree. He was more inclined to take part in neighborhood sports, which didn't demand after-school practice, while his unemployed chum concentrated more on varsity sports. Studies and homework took 7.58 hours of a freshman's time each week, and after-school jobs seemed to make very little difference. Television viewing, however, was cut sharply for Joe, who spends 10 hours a week before the screen as compared with 15.73 hours for the unemployed student. Television evidently has cut in sharply on radio listening, which took only four hours a week of a freshman's time. Generally Joe spent less than nine hours a week in recreation, while his friend spent more (a relationship with a P value of 0.14).

Joe apparently had fewer problems in health and physical development than did the non-working student (a P value of 0.23). For the students in general the greeting "Hi, Shorty!" is evidently a call to arms, for many indicated problems of inferiority because of height and growth. (The mean number of problems in health and physical development for both groups was 2.44 total problems and 0.80 serious problems.)

Joe wasn't as bothered by problems in finances, living conditions, and employment as was his pal without a paycheck (P values of 0.06 and 0.21 in total problems and serious problems). The mean number of total problems in this area was 3.97 for each freshman, of serious problems, 1.18. Employment did bring other problems as it absorbed play time, for a relationship was found between having two or more problems in social and recreational activities and holding down a job. Each freshman showed a mean number of 3.44 total problems and 0.87 serious problems in this area.

The mean number of total problems in social-psychological relations is 2.14 and of serious problems 0.5. No significant relationships were found.

Evidently Average Employed Student Joe

Jones was better able to adjust himself to people through his contacts at work, for a relationship—with a P value of 0.19—was found between having two or more serious problems in personal-psychological relations and being unemployed. Possibly Joe was also influenced by the security of a greater income. In personal-psychological relations the mean number of total problems was 2.97; of serious problems, 0.66. Courtship, sex, and marriage provided fewer problems for Joe than his unemployed classmate—possibly because he was too occupied with his job to develop such concerns. While the freshmen averaged 1.93 total and 0.47 serious problems in this area, a relationship with a P value of 0.24 indicated that Joe Jones has two or less problems, while his non-working friend had two or more. These figures uphold findings in the area of social and recreational activities.

Joe was somewhat more apt to have five or more total problems in home and family (P having a value of 0.24). This had been expected because the employed students lived in fewer rooms, in rented homes, and with more brothers and sisters than the unemployed students. Though not statistically significant, this relationship may indicate that the student worked in order to alleviate unfavorable home and family conditions. The mean number of total problems in home and family was 1.83 and of serious problems, 0.57.

The mean number of total problems in the area of morals and religion was 2.44, and of serious problems it was 0.62. Joe's job didn't seem to influence the number of his problems in this area.

College and school work provided a larger mean number of problems than any of the others covered by the Mooney Problem Check List. Students averaged 4.7 total problems and 1.02 serious problems in adjusting to college and school work. This larger number may result from the fact that problems involving adjustment to school work may be more meaningful and more keenly felt by a majority of the students than other types of problems. They deal with such things as adjustment to a new school, lack of interest in certain subjects, and worry over grades and failure in school work. A questionable relationship (P value of 0.27) was found between having five or more total problems in adjustment and being employed.

The future holds some fears, for in connection with their educational and vocational hereafters, each freshman had a mean number of 3.16 total problems and 0.79 serious problems. Universal Military Training is a glass through which many students' futures may be seen but darkly, with the result that a large number of freshmen were inclined to regard their hereafters as uncertain and troublesome.

Curriculum and teaching procedures hold a mean number of 3.09 total problems and 0.55 serious problems, with no significant relationships.

The typical working student has 4.5 total serious problems in all areas combined, while the typical non-working student has 4.6 total serious problems in all areas combined. The typical unemployed student had 26.03 total problems in all areas combined, while the typical employed student has 31.64 total problems in all areas combined. From these data one can see that the typical working student has more total problems and, therefore, needs special guidance and help. He will have many problems because of his employment that the unemployed student does not encounter. Many studies have pointed out that the working student withdraws earlier from school than the non-working student. Adjustment and guidance can be given to these employed students before it is too late. If these students could be "reached" early enough, their chances of withdrawal might be lessened.

Many of the problems indicated in this study can be clues to the needs of new freshmen coming into the school. Many of these problems will be lessened by the extra attention given by the guidance department to the individual student. Often these problems can be lessened or nullified completely by the sincere efforts of an extensive and well-organized guidance program.

notes from

OUR BRANCHES

• The Connecticut Vocational Guidance Association held a one-day conference on December 13 at Quinnipiac College in Hamden. High-lighting the conference was a discussion of "Specialism versus Generalism" led by Dr. Esther Lloyd-Jones of Teachers College, Columbia University. Demonstrations were conducted on tests, including the Wechsler-Bellevue, Binet, Rorschach, and T.A.T., and on counseling techniques such as reading conferences, test interpretation, vocational guidance, and group guidance.

• The South Florida Guidance and Personnel Association held its first meeting of the season on October 8 in Miami. Professor Miller A. F. Ritchie, Chairman of the Human Relations Department of the University of Miami, led a discussion of "Guidance in Human Relations."

• "The Inner Man Steps Out," a film developed by the General Electric Company, was the basis for a panel discussion at the November 18 meeting of the District of Columbia Guidance and Personnel Association meeting. This meeting was chaired by Thomas Clifton of the Clifton Corporation and devoted to the topic: "The Use of Visual Aids in Training Supervisors to Handle Workers Effectively."

• The New York Vocational Guidance Association program at its November 13 meeting consisted of a symposium on the subject: "Vocational Counseling of an Adult." The discussion was based on an actual counseling situation that was fully recorded; abstracts of the record were distributed to the audience. The panel included: Dr. Albert S. Thompson, Guidance Department, Teachers College, Chairman; Charles S. Nicholas, Guidance Department, Teachers College, Original Counselor, Dr. Goldie Kaback, Educational Clinic, City College, N. Y., Vocational Counselor; Mrs. Juna Newton, New York State Employment Service, Placement Counselor; Dr. Emanuel K. Schwartz, Postgraduate Center for Psychotherapy, Clinical Psychologist; Dr. Clovis Hirning, Guidance Laboratory, Teachers College, Psychiatrist; Father Patrick J. Frawley, Catholic Charities, Clergyman; Saul Hofstein, Jewish Community Service of L. I., Social Caseworker.

• The Bergen County New Jersey Guidance Association heard a panel of students from N.J.C. discuss how freshmen come to support the Honor System and suggest ways to reduce high school cheating. This branch plans for its January meeting a discussion of the problem: "The Dull Normal Pupil with the Over-Ambitious Parent."

• The Western Massachusetts Branch of the American Personnel and Guidance Association, meeting on November 19 at Springfield, Massachusetts, heard Dr. Helen Theinert lead a panel discussion on the topic: "Employment for All—Including the Handicapped."

DEATHS

WALTER VAN DYKE BINGHAM, 72, a pioneer in American psychology, died unexpectedly last summer after partially recovering from a long illness. Dr. Bingham was one of the world's leading figures in his field. Among his many books dealing with personnel and employment psychology and aptitude testing were: *Aptitudes and Aptitude Testing, How to Interview, Procedures in Employment Psychology,* and *Psychology Today.*

Dr. Bingham was the first chairman, in 1919, of the Division of Anthropology and Psychology of the National Research Council. Prior to 1924 he taught psychology at several universities in this country, including the University of Chicago, Teachers College of Columbia University, Dartmouth College, and the Carnegie Institute of Technology. For a number of years before World War II he was active in the field of industrial psychology. With the advent of World War II he was called to serve on the National Research Council Committee on Classification of Military Personnel. He

served also as the chief psychologist in the Adjutant General's office. Since 1946 he had been chairman of the council of advisers to the director of personnel and administration of the Army's general staff.

For his work in World War II, Dr. Bingham was awarded the Secretary of War's emblem for exceptional civilian service. He was past president of the American Association of Applied Psychology, and past secretary of the American Psychological Association.

FRITZ KAUFMANN, retired administrative assistant to the executive director of the New York State Division of Placement and Unemployment Insurance, died November 6 at the age of 65. Mr. Kaufmann entered the service of the state in 1930 as chief of the Bureau of Public Employment. While serving in other capacities in the State Department of Labor, Mr. Kaufmann found time to act as a vocational guidance consultant and lectured on his specialty at Hunter College, New York University, and the New School. He was the author of the book, *You and Your Job*. Mr. Kaufmann was a member of the National Vocational Guidance Association, The Association of School and College Placement, and the Industrial Relations Research Association.

R. FLOYD CROMWELL died on July 4. Dr. Cromwell was state supervisor of High Schools in Maryland and a past director of OIGS there.

Who's Who

ELVIN ADAMS has completed two years' active duty in the Army as Classification and Assignment Officer and Personnel Psychologist, and has returned to the Veterans Administration in New York City as Vocational Rehabilitation Training Officer.

THEODORE R. CROSS, formerly Director of Student Counseling, University of Minnesota, is now Associate Professor of Psychology and Director of the Counseling Bureau at Kansas State College.

ROBERT E. DIXON, formerly Associate Dean of Men at Denison University, Granville, Ohio, is now Associate Dean of Men and Associate Professor of Psychology at Oberlin College.

ELLA C. MARTH, who was Dean of Women at Harris Teachers College, St. Louis, has taken a position as Professor of Mathematics at Wilson Teachers College, Washington, D. C.

PHOEBE L. OVERSTREET, former Chief Psychometrist, YMCA Vocational Service Center, New York City, is now Counselor and Instructor in Psychology at Kansas State College.

HARRY W. PAINE, who was formerly Professor of Vocational Education at the University of Cincinnati, is now Educational Specialist for the Institute of Inter American Affairs, Balboa, Canal Zone.

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CURRENT NEWS

Government "Best Sellers" Available Through Bi-Monthly Book Plan

The National Vocational Guidance Association recently approved a new experimental Government publications service. Under this new "book-of-the-month" type plan, a subscriber will receive every two months the best U. S. Government publications in the guidance field for a single annual subscription of $5.00. A special NVGA Publications Selection Committee, made up of Washington, D. C., members, under chairmanship of Robert Shosteck, will review and evaluate publications issued during each 60-day period. It will select those which it believes are of greatest interest to counselors, and the best buy for their money.

This plan was developed through the cooperation of the Superintendent of Documents, U. S. Government Printing Office. Subscriptions must be sent to the Government Printing Office, Washington 25, D. C. You can subscribe at any time during the year, and all back selections will be forwarded to new subscribers by GPO. Under this plan all subscriptions expire at the end of the calendar year.

Here is how the plan will actually operate. Your Committee, through its contacts in a dozen or more Federal agencies which issue some publications of guidance value, will collect all such materials issued in a preceding 2-month period. The Committee will meet and examine these publications, selecting those which it believes are the "best buys" for the average counselor. Since the Committee will meet five times a year (exclusive of summer months), it will try to select about one dollar's worth of literature each time. By the end of the year each subscriber will have received literature to the value of $5.00 or more.

Counselors, librarians, and others interested in vocational guidance literature will find a number of advantages in this plan. You no longer have to worry about whether or not you have missed out on an important new government publication. You eliminate all correspondence with various Washington agencies and with the GPO on availability of new publications, prices, billing, etc. One order to Washington takes care of everything.

Perhaps more important to many guidance workers is the fact that this plan eliminates the problem of deciding upon the best buys for those of you with a limited budget, or with very little time to pore over catalogues and announcements of new publications.

Here are examples of the kinds of publications from which selections will be made. The following pamphlets are "in the works" and are expected to be published in the next few months: Bureau of Labor Statistics "Employment Outlook" bulletins for technicians, physicists, automobile industry, chemicals industry; Women's Bureau bulletins in the Outlook for Women series professional nurse occupations, practical nurses, nurse aides; hospital administration and institutional management positions; U. S. Employment Service bulletins entitled, "You and Your Job in a Defense Economy" and a revised "Job Guide for Young Workers."

Please use the coupon on the preceding page in subscribing to this new service.

New Staff Position in Veterans' Hospitals

A new class of staff positions to be known as "Counseling Psychologist (Vocational)"

has been recently established in VA hospitals. The new positions will require a doctoral degree with major emphasis in psychology. Plans are under way to establish a training program parallel to that already in effect in the clinical psychology program of the Veterans Administration.

The new program is being initiated because "the medical job is not really complete until the veteran has been restored to a life as socially productive and personally satisfying as possible." Moreover, it has become increasingly clear that vocational problems and conflicts are, in many cases, inextricably interwoven with illness. The various aspects of the total vocational adjustment problem of hospital patients has been under study for the past two years.

The United States Civil Service Commission shortly will announce detailed educational and experience requirements for these positions. Inquiries about the program may be directed to Robert S. Waldrop, Chief, Vocational Counseling, Professional Service, Department of Medicine and Surgery, Veterans Administration, Washington 25, D. C.

International Vocational Guidance Seminar

Florence, Italy, will be the site of the 1953 Seminar of the International Association of Vocational Guidance. The 10-day meeting will be held in April or May and will consider ways of promoting vocational guidance in different countries. An exhibition of vocational guidance materials (books and pamphlets, films, photographs, posters, case papers, and apparatus) is being developed from material provided by the participating countries.

Topics to be discussed at the conference include:

- The place of vocational guidance and the vocational counselor in modern society.
- Comparative statistics.
- Preparation of a dossier on vocational guidance.
- Organization of vocational guidance material: laws and regulations.
- Vocational guidance personnel.
- Actual problems: labor surpluses and shortages, migrations, social rehabilitation, and related subjects.

Occupational Therapy Meeting

The American Occupational Therapy Association will hold its 36th Annual Conference, November 13 to 20, 1953, at the Shamrock Hotel, Houston, Texas.

Guidance on TV

A series of guidance television programs designed for use in high schools is being broadcast from station WOI-TV in Ames, Iowa. The programs were prepared by the station in cooperation with the guidance division of the State Department of Vocational Education, the State Department of Public Instruction, State University of Iowa, Iowa State College, and Iowa State Teachers College.

Varying techniques of presentation are being used in this experimental project. For the first three programs five high school students from the area discussed the problem in a socio-drama situation and then held a panel discussion and directed questions to two consultants.

A survey of the 50 high schools within the vision range WOI-TV indicates that over 90 per cent are watching the programs. The programs are on the air from 10:00 to 10:30 A.M., and are being video recorded for use throughout the rest of the state.

Working Mothers Face Shortage of Domestic Help

The shortage of domestic help in the homes of 18.5 million women employed in non-agricultural occupations in the United States is seriously increasing, Frieda S. Miller, director of the U. S. Department of Labor's Women's Bureau, states. Her study of "Household Employment in the United States" in *The International Labor Review* reveals that there are now only about 1,786,000 household workers in the entire country—one for each 25 families. Of the women employed in non-agricultural occupations, four million are heads of families, five million have children less than 18 years old, and

two million have children less than six years old.

Only 10.9 per cent of employed women are classified as private domestic workers, and this percentage is still shrinking. Many factors have combined to lure women away from domestic service, Miss Miller found. "In general . . . employees in private households have less protection through legislation than those in any other non-agricultural occupation in the United States." Although the competition of jobs in offices, factories, and the service trades has tended to provide shorter hours and better wages for domestic workers than heretofore, some maids who "live in" still report working 13, 16, and as many as 19 hours a day.

Miss Miller suggests that "The central problem is how to make the occupation of household worker attractive to more people. As I see it, this is a problem of status even more than a problem of wages. As a group, household workers take little pride in their occupation, enforcing among themselves no standards as to qualifications or performance, hold no annual conventions, and publish no trade journals."

Human Relations Course

An intensive four-week course on "Human Relations in Administration" for management representatives of 20 companies will be conducted at Cornell University January 18 through February 14. Instruction will be by the faculty of the New York State School of Industrial and Labor Relations, assisted by authorities from industry.

Morning sessions will concentrate on the general subjects of effective employee relations and human aspects of leadership. Afternoon sessions will be devoted to clinical analyses of specific problems and cases brought up by the twenty participating companies.

Work-Study Programs for Engineering Students

Cooperative engineering education, in which students alternate work and study, is receiving enthusiastic support from companies employing student engineers, says the publication, *Factory Management and Maintenance*. Students working under the plan make good employees. In most schools, a pair of students holds down one job; one works while the other studies. Such students work hard, according to the magazine. They must give a strict accounting to the school of what they do on the job, and the company's report on their work has an important bearing on their grades. The students take back to school some of the companies' problems, where discussion may offer a solution. This interchange of ideas between school and industry keeps the college aware of industry problems.

Cooperative programs, called "educational heresy" when they were introduced at the University of Cincinnati in 1906, have been adopted by more than 30 high ranking colleges and universities. It is estimated that more than 10 per cent of all engineering students now are enrolled in them, the magazine says.

Air Force Information

The Air Force has announced the establishment of a School Relations Section as an aid to its recruiting program. This organization will represent the Air Force in its relationship with schools, colleges, vocational guidance groups, and public libraries by providing information and appropriate factual materials where and when required. Persons interested in further details may contact Lt. Colonel Thomas M. Carhart, School Relations Section, Personnel Procurement Division, Department of the Air Force, Washington 25, D. C.

New Incentives to College Education

G. I. Bills for ex-servicemen and women have resulted in a tremendous impetus for parents of high school age sons and daughters to see that they also continue their schooling, and meet the competition of the widespread upgrading in education, according to a bulletin distributed at a Luncheon Career Conference sponsored by Pace College, New York City. Entitled "Careers for Women," the new bulletin

states that young women now "have strong incentives for discovering a way to obtain a college education."

"They want to make their mark in the world, belong to a working group, and participate in the significant events of the day." The bulletin further states that a phenomenon of our times is the "two-income family." Evidently here to stay, this also provides an incentive for young women to prepare for career goals, which for most, will supplement rather than substitute for marriage goals.

Washington, D. C., High School Surveys '40 Class Graduates

Woodrow Wilson High School, Washington, D. C., has recently made public the results of a survey of the members of its 1940 graduating class. Of the 313 students who returned questionnaires, only two expressed disappointment in the jobs they held and the lack of opportunity for advancement.

The survey also revealed that:

More than three-fourths—78 per cent—of the 313 went to college and 49 per cent earned bachelors' degrees. Another 22 per cent went to accounting and secretarial schools and the like. Only 9.6 per cent reported no further education. Twenty-one students earned masters' degrees, and four, doctorates of philosophy. Ten became lawyers, 10 doctors, three ministers, two social workers, and one a dentist.

Eighty-five per cent of the girls married, compared to only 68 per cent of the boys. Most of the girls worked before marriage, but only 16 per cent still were working at the time they reported.

Seventy-three per cent of the working girls took clerical jobs. Thirteen girls went into editorial or research work. The boys divided mainly among engineering, accounting, banking, insurance, real estate, and military careers.

A lot of the students did better than their teachers thought they would, the report showed. Twenty-one per cent of the college graduates came from the lowest two-fifths of the class. The report described this group as "late bloomers" and explained that they began to "realize their potentialities" in college.

Wilson made a similar survey of its 1937 graduating class in 1948. The new survey showed a larger proportion going on with education after high school, getting married, and having children.

Examinations and Awards

- The College of Education, Wayne University, has announced the availability of graduate study awards for persons working toward a master's or doctor's degree with a specialization in audio-visual education. Special consideration will be given to two types of applicants: those with elementary school teaching experience, and those with production experience. Successful applicants will be eligible for awards beginning in January, 1953, or September, 1953. Individuals interested in further information should write to Arthur Stenius, Wayne University, Detroit 1, Michigan.
- The National Teacher Examinations, prepared and administered by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 14, 1953. Application forms and additional information may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Applications will be accepted up to January 16.
- An announcement has been made of scholarships available from Hobart and William Smith Colleges, Geneva, New York. To be eligible for the full tuition awards, applications for admission must be made before April 1, 1953.
- Under-graduate and Graduate students are invited to compete in an essay contest sponsored by Richard F. Uhlmann, of the Uhlmann Grain Co., Chicago. Papers submitted for the 1953 contest should treat of some aspect of grain marketing activity. Full details of the Student Awards Contest may be secured by writing to the Chicago Board of Trade, 141 West Jackson Boulevard, Chicago 4, Illinois.

YOU MIGHT LIKE TO SEE . . .

■ The National Urban League has produced the 11-minute color film *Working Together for Tomorrow's Jobs* describing the career conferences it has been sponsoring in Southern colleges. The purpose is to interest the Negro colleges in upgrading placement of Negro college graduates, and to indicate the values of career days in college. The film shows how several prestige firms in America cooperate in the program. Emphasis is placed on the cooperation of education, commerce, industry, and the armed services in the League's Career Conferences. Scenes of the career conferences groups are taken at random to show the groups working together. Career days in college haven't been documented on film, to our knowledge, thus far. This film has some technical limitations, results of a small budget, but for its purposes does a nice job. The film is available for a service fee of $3.00 from the National Urban League, 1133 Broadway, New York 10.

■ *With These Hands* should be shown to all preparing to be teachers, and to all teachers who haven't seen it. Teachers as a group, although earning less than those in skilled trades, conceive of themselves as white-collar. That this has been sold to them as a bill of goods to keep them from organizing effectively is perhaps another story. Teachers need to understand the union point of view.

With These Hands tells the story of the life of a worker and union member in the International Ladies Garment Workers Union from its tight-belt days to its present well-organized state, respected by worker and industrial management. The film describes with accurate detail the union's efforts to suppress the terrible sweatshops formerly so characteristic of the industry, its striving for a just wage, its drive for pensions, insurance, vacation funds, provision of a vacation spot, and the continual education of its members.

The picture is the story of a union. And unions are an important part of America. Their story should be understood by teachers, and the counselors who help youngsters to think about jobs.

With These Hands has been seen by 5,000,000 people in Europe. This is because the State Department uses the film to get the story of labor and workers' benefits across to foreign laborers.

With These Hands has been listed as one of the ten best sponsored films of 1951 by *Scholastic Magazine*. It has been presented some twenty-five times on television. It can be rented for $10.00 from the union, and is available in several university film libraries. It runs for 55 minutes and is available, incidentally, in 35-mm. or 16-mm. Is it redundant, after the above, to say that it is recommended?

■ A number of letters to this column have inquired about sources of audio-visual materials. In order to help in this regard, the rest of the column this month will be devoted to describing some of the avenues through which one can get facts about films and filmstrips.

The Educational Film Guide, a classified list of about 9,000 films, published monthly by the Wilson Co., and cumulated annually. This catalogue falls into two parts: an alphabetical title and subject list and an annotated classified list. For each film is given: length, grade level, sound or silent, etc.; and sources from which films can be rented or bought.

The Filmstrip Guide, a cumulative catalog of filmstrips, is a companion publication to the *Educational Film Guide* and follows the same pattern. No filmstrips prior to Jan. 1, 1947, are included. A descriptive listing of approximately 300 filmstrips released before that date can be found in Falconer, Vera, ed.: *Filmstrips: A Descriptive Index and User's Guide.*

Educators Guide to Free Films, published by Educators Progress Service, Randolph, Wisconsin. A classified annotated

list entirely devoted to films which are free of charge, with alphabetical title and source indexes. Revised annually.

Educator's Guide to Free Slidefilms, published by Educators Progress Service, Randolph, Wisconsin. Offers information on free educational and informational slide films available from government, industrial, and philanthropic organizations. Alphabetical title, source, and subject classifications. Revised annually.

1000 and One, the Blue Book of Non-Theatrical Films, published by Educational Screen, Chicago, is arranged under subjects with brief annotations, lists of producers and distributors, and an alphabetical index. Revised annually.

All government films available for public use are listed in the *Guide to U.S. Government Motion Pictures* issued by the Library of Congress in June, 1947. This *Guide* may be obtained from the Supt. of Documents, Washington 25, D. C.

U.S. Government Films for Schools and Industry, issued annually by Castle Films Division of United Films, the official depository agency of the government, includes training films of the U. S. Office of Education as well as films of 12 other government agencies.

Besides these general guides, many state departments put out Film Library Catalogs. For instance, the Department of Commerce of the State of New York has in its 1952 catalogue approximately 450 films. These films are available without charge for use by schools, educational and service groups, and other groups. Sections of particular interest to the readers of this periodical are "Family Life Education and Child Welfare," "Economics and Resources," and "Race and Minority Problems." Practically all of the films reviewed in this column in the past year are available for New York State residents free of charge from this or the next source.

The New York State Department of Health has a film library with over 250 titles. These films are on various types of disease, child health, dental health, first aid and safety, hearing and vision, nursing, nutrition, sanitation, and miscellaneous subjects. The Department of Health library includes many fine films on mental health and child development. The films from these state sources may be used by any civic or professional group within the state of New York. They are not available for individual or private use. Borrowing organizations are required to pay only the return postage on films used. Discussion guides are sent with many of the films and borrowers are urged to use discussion leaders or guest speakers to make the film showing more than entertainment.

As the Department of Health catalog says, "With education the aim is to get the audience to *act*—to ask questions, to make changes in living habits, to make changes in the community. Showing an educational film is an important step. Keep in mind, however, that it is only a first step. Your showing will be successful only if your audience learns something new and then makes use of it." Concrete suggestions on how film discussions may be improved to carry out such action are made by the catalog. Some of the films listed are also made available in 35 mm. for showing in theaters or on television in the public interest.

Various departments in many states have similar film libraries. Each potential film user should investigate the film resources in his area.

Several magazines carry information on the production, use, and availability of many types of audio-visual teaching aids. For schools, the most useful is *Educational Screen*, published by Educational Screen, 64 E. Lake St., Chicago 1, Illinois. This magazine is sent to all members of the Department of Audio-Visual Instruction of the National Education Association, the subscription price being included in the membership fee. Teachers will find the magazine very helpful in describing the uses other teachers make of audio-visual aids. New films are reviewed and evaluated as well as new records, new books, and new devices in the educational field. The articles are written largely by specialists in the field of audio-visual instruction who are members of school or university faculties. There are ten issues yearly.

Audio-Visual Guide is published by Educational and Recreational Guides, Incorporated, 1630 Springfield Avenue, Maplewood, New Jersey. It, too, is designed to be of help to teachers on the elementary and secondary level. New uses of audio-visual materials and practices of audio-visual educators throughout the nation are discussed. The magazine specializes in lists of re-

sources in various fields which are published in different issues. For example, the October, 1952, issue carried an extensive listing of the films, filmstrips, and recordings in the field of English teaching. New devices and new materials of a general nature are listed, together with their sources, in a regular feature by Robert E. Schreiber of the University of Maine.

See and Hear is published by the E. M. Hale Company, with offices at 150 Superior Street, Chicago 11, Illinois. *See and Hear* is also designed for the use of the teacher, containing information of interest regarding the uses of instructional aids in education.

Film News publishes ten issues annually, from offices at 112 West 48th Street, New York 19, N. Y. Its editors include educators and medical personnel. It is designed to be of interest to school, film library, and other training people who are seeking information on the use of films and filmstrips.

Film World and A-V World is a "trade" publication, in which films and other aids and the equipment connected with their use are widely advertised and discussed. It is also concerned with the equipment used in the production of audio-visual aids. The magazine is a composite of several formerly separate publications, having absorbed *Business Films, School Films, 16mm Reporter,* and *Photographic Age,* and tries to cover the fields implied by these titles as well as the two carried on its cover. It is published monthly by Ver Halen Publishing Company, 1159 North Highland Avenue, Los Angeles 38, California.

There is an increasing number of magazines in other fields which are adding audio-visual features or columns to their regular contents. Of these, our own magazine, PERSONNEL AND GUIDANCE JOURNAL, is a case in point. Other magazines with such a policy include the *Saturday Review,* with its excellent department, "The Film Forum," edited by Cecile Starr. This column is of such quality and breadth as to be helpful to film librarians as well as educators. The emphasis is on a critical evaluation of films for classroom use. *The Instructor* has added regular evaluation and listings of audio-visual materials as a further service to interested teachers. Examination of periodicals in many professional areas reveals considerable coverage of the field of audio-visuals. Alert educators will find evaluation and resource materials in ever-increasing amounts in professional literature. The impetus of television is encouraging a great deal of thinking and writing in addition to the usual information occasioned by the increasing use of films, filmstrips, recordings and other multi-sensory aids.

New York University Film Library is an example of the many rental sources of films established in higher educational institutions. Many such college libraries have been set up throughout the land. Usually they originate in the school of education with their films primarily devoted to two categories, those pertaining to teacher education and those of interest to teachers as aids to learning in the elementary and secondary classrooms. New York University's selection, while including most of the teacher training films and many of the classroom teaching films, has placed its emphasis on a different category of films, the documentary film.

After the war the library considered its field of specialization to be human relations films. This area it defined as including especially those films dealing with child development, psychology, education, economics, international relations, and intercultural relations. Within these categories, the library has tried to select only the best films available, with emphasis on high quality of films with no regard to quantity. Today the library offers a selection of seven hundred fifty titles. About one thousand prints are on hand to supply the eight to nine thousand bookings filled by the library staff each year. Persons interested in using films in the human relations field may obtain copies of the 1953 catalogue from the New York University Film Library, 26 Washington Place, New York 3, N. Y.

The Department of Audio-Visual Instruction of the National Education Association has just published a 50-page *Guide to Films in Economic Education.* After identifying data concerning each film, a synopsis is given and recommendations for its use are made. Evaluations are of particular interest since they were cooperatively done by fifteen to thirty educators in a workshop situation. These objective appraisals of films and filmstrips were as candid and forthright as your reviewers have ever seen. To quote from one of the recommendations, "The film is based

on half-truths and implications that do not universally apply. Some of the weaknesses, omissions, and distortions noted are. . ." Some areas covered in the subject classification are: Banks and Banking, Business, Capitalism, Commerce, Communism, Community Life, Conservation, Credit, Distribution, Education, Food, Free Enterprise, Government, Housing, Imports, Industry, Inflation, Investments, Labor, Money, Natural Resources, Old Age, Production, Profits, Propaganda, Saving and Thrift, Trade Unions, Transportation, Unemployment. Copies of this guide may be had at $1.00 each from the National Education Association, Department of Audio-Visual Instruction.

The Library of Congress has put out a preliminary edition of *Rules for Descriptive Cataloging in the Library of Congress, Motion Pictures and Filmstrips.* This is the result of an agreement by the Library with the Office of Education. The Library will print entries prepared by the Visual Aids Services of the Office of Education, which is the central film cataloguing agency for the government. It is expected that each year catalogue cards will be available on 400 government films and 800 non-theatrical films.

The printed card for motion pictures and filmstrips will be standard library size and will contain the name of the picture, the producer, date of release, running time, size of films, notation on sound and color, credits, a summary of the contents, subjects covered, grade level, and other information essential to a complete cataloguing description of the film. Further information about this new service may be obtained by writing the Card Division, Library of Congress, Washington 25, D. C. This should be a must for anybody who uses films with any frequency.

These sources described are not the only ones, of course. Others of particular interest to guidance workers have been described in previous editions of this column. And, no doubt, there are others which have escaped our search. We would be happy to have them brought to our attention.—WILLIAM D. WILKINS and KENNETH BOWERS, *New York University*

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YOU MIGHT LIKE TO READ . . .

■ The publications void left by the taking over of OCCUPATIONS by APGA has been immediately filled by a more modest, but nevertheless splendid successor, THE VOCATIONAL GUIDANCE QUARTERLY. The autumn issue alerts this reviewer to a problem he did not foresee relative to his duty to readers of this column, since most of the short but pointed articles are of interest and value. Our best suggestion is that you obtain this magazine by becoming a member of the NVGA Division. The subscription rate of $2 a year is the same as membership in this Division if you already belong to APGA. Steeling ourselves in a possible injustice to other authors, we call your attention to articles which we particularly liked. They are "Baltimore Schools Follow Up Students Placed" (they have a regular plan), "It's All in a High School Counselor's Day" (Elizabeth Morrow is a busy person) and "A Theory of Vocational Choice" (a critical examination of Ginzberg's findings).

■ Not so much because of its primary theme, important as that is, but because of the way in which various disciplines are tapped in terms of their bearing on the subject, we recommend "More Certainty in Educating Children with Defects" by Harrison A. Dobbs in the September *Peabody Journal of Education*. The contributions of sociology, psychology, education, public administration, and social work are examined for "Each discipline has a specialized viewpoint and reaches conclusions of its own regarding these persons and suitable means for aiding them grow and develop."

■ How high school students who are members of a guidance club may grow in their choices and adjustments while rendering services to their fellow students (not to mention extending the arms of the counselor) is described by John J. Ferdian, Jr. in the October *School Review*. The author reports: "The club staff members have procured and disseminated relevant data to assist in guidance; have arranged for prominent outside speakers, representing many vocations and professions, to address the students; have assisted in the organization of a film program through the preview and review of 16-mm. motion pictures; have participated in follow-up surveys; have assisted in the Pocomoke High School preadmission advisement and orientiation program; and have helped in the administration and scoring of standardized tests."

■ The October issue of *Journal of Applied Psychology* presents "An Appraisal of Worker Characteristics as Related to Age" by William H. Bowers which shows that older workers do not compare unfavorably with younger workers in measures of employability. Application of the Minnesota Teacher Attitudes Inventory as a pre-test and retest is described in "Changes Occurring in Teacher-Pupil Attitudes during a Two-Weeks Guidance Workshop" found in the same issue. Improvements in attitudes which were statistically significant are reported.

■ All counselors will want to have on their desks Ruth E. Anderson's "An Annotated Bibliography of School and College Information" which appears in *The Bulletin of the National Association of Secondary-School Principals* for October. As compared with the 1948 listing of 91 titles, this bibliography, while still selective, lists 175. Publications are classified under Schools and Colleges, Schools and Colleges for Specialized Training, Schools and Colleges—Geographical Listings, Educational Guidance, and Student Aid.

Also in this issue are two articles on the costs of secondary education; one on "Hidden Student Costs" by Francis H. Dolan and another by Harold H. Punke entitled "Expense Paid by Seniors in Small High Schools."

Will Durant also contributes a clever and informative article on "Worried about the Young People?" in which, by giving the reader some historical perspective, he argues

that modern youth are not so bad after all. He suggests a few specific laws, briefly challenges the schools to "help by some form of moral education," and says, "In the home, I would suggest a wiser mingling of discipline with love in the rearing of children. We in America during the first 30 years of this century overdid the idea of liberty in conduct and in education. Perhaps it is because my hair is white and my sins have been mostly committed, but I am heartily in favor of a return of parental authority."

■ "Future Production and Employment in the United States" is discussed by Isador Lubin in the October *Monthly Labor Review*. This brief, but significant, article includes a point-by-point examination of the favorable and unfavorable factors bearing on our ability to make adjustments to a reduced level of defense expenditures. Lubin concludes that ". . . the weight of the evidence leads to the conclusion that the coming adjustment problem will be much smaller than the one we handled successfully after World War II. There is no denying there will be a problem. But there should be no reason for alarm about our ability to meet it. We have the tools for coping with any necessary readjustment when we have reached the peak of our defense expenditures."

■ The October *Journal of the American Association of University Women* carried two articles worthy of your attention. John G. Darley writes on "How We Made Up Our Minds" and Helen D. Bragdon on "Currents and Cross-Currents." Darley's paper is built around the summarization and interpretation of the Asch experiment on the effect of groups on judgments and of *The Authoritarian Personality*. He asserts that ". . . the standards and values of those groups having the greatest hold on us will in part determine our receptivity to influence processes—propaganda—aimed at us as group members" and that ". . . influences received by the individual are filtered through a fairly fixed personality structure that predisposes the individual to act in a certain way to satisfy his basic needs and motives and values."

Miss Bragdon's article is one of the best popular analyses we have seen of the motives, techniques, and methods of combating the "attack" groups recently so active in our society. She summarizes what we can do as ". . . preservation of honest criticism; the demonstration of true patriotism; skill in asking the intelligent and searching question; the evaluation of sources—the distinction between black, gray, and white in the realm of truth; ability to cope with present-day strategy; and distinguishing between the actual subversive and claimed subversive."

■ "Today twice as many teen-agers are working as in 1940. Many are attending school and working at jobs requiring long hours after school. When the combined load of school and work is too heavy, both school work and health are likely to suffer. Many students drop out of school, under the strain of the double load, and enter the adult world inadequately prepared, both in terms of training and maturity, to become the skilled technicians, the alert citizens, and the mature adults the country needs," says the October *American Child* in reporting on *A National Policy on Employment of School-Age Youth* recently issued by the Secretary of Labor. Among the recommendations are ". . . that young people take full advantage of guidance, counseling, training, and placement services in their communities . . .." Copies of the policy statement and supplementary materials to use with it may be obtained from the Bureau of Labor Standards, U. S. Department of Labor.

■ In "What the Government Needs from the Public Schools," Robert Ramspeck, Chairman of the Civil Service Commission, writing in the October *Education Digest*, voices his concern ". . . about the evident absence of an active sense of personal responsibility for the government on the part of millions of our citizens" and ". . . by the low esteem in which the public service is held by many people, and the prevalence of the vague idea that government is essentially inefficient and government employees essentially mediocre." He points out that educators can do two highly important things: "(1) You can bring the youth of this country out of the shadow of ignorance into the light of knowledge of our government. And (2) you can encourage your best students to look on the federal civil service as a desirable and honorable career."

In the same issue, Raymond E. Schultz's article which appeared originally in the May *School Review* on "Can Parents Afford to Send Their Children to High School?" is digested. Corrective steps recommended are studies of "hidden tuition" costs, evaluation of extracurricular activities and expensive customs in terms of their educational values, reappraisal of instrumental music programs and expensive social events, and efforts to obtain legislation permitting the granting of free instructional materials.

■ "Furthering Individual Well-Being through Social Welfare" in the October *Child* is a definitive statement relative to social welfare work by Martha M. Eliot, Chief of the Children's Bureau. "Social work has many goals," she says, "but one of its major goals, I am convinced, is to find the way to give that extra ounce of support to those individuals who need help in finding their strengths so that they can build on them." Space does not permit quoting from this article as much as we desire. You read it.

You'll also profit from reading about how Helen L. Witmer and probably other social workers look at a problem of theirs which parallels ours—that of "How Can We Evaluate Social Work?"

■ The October *California Journal of Secondary Education* reports on some of the addresses and the reports of work groups made at the Planning Conference on Leadership in Secondary Education held on the campus of Stanford University last July. One of the five work groups was on "Students, Student Needs, and Guidance in Secondary Schools." Its recommendations were: "Develop adequate financial support for guidance services . . . Establish major functions for training guidance personnel . . . Provide improved teaching personnel and counseling personnel . . . Approach curriculum planning through current youth and social problems . . . Encourage educational journals to include more materials on recent developments in counseling practices."

■ "Sizing Up Your Community Groups" in the October *Adult Leadership* is perhaps the best of a group of good articles which this issue features on "The Group in the Community." It presents a plan for identifying the community interests of various groups therein by means of a survey, and tells how to organize and assess the information and to make a "scoreboard" for your town.

■ How personnel of the Michigan State Employment Service have served many school staffs in that state by means of workshops is described in "Workshop for School Guidance" by Charles B. Shearer, John Simmons and Morris Samsky in the October *Employment Security Review*. Content, method, and evaluation of these workshops is discussed and the belief is expressed that they have ". . . led to an understanding between the local schools and the employment offices as to separate responsibilities, joint responsibilities, and plans of action to achieve better vocational adjustment for those entering the labor market."

■ It is this reviewer's opinion that the guidance and personnel movement owes a greater debt of gratitude to and has been more influenced by John Dewey than we realize. Pending the time when this thesis can be explored and elaborated, we call your attention to what is probably the best of the tributes to this great philosopher which occupies the entire issue of the October *Progressive Education*. Articles by Max Otto, Boyd H. Bode, William Heard Kilpatrick, Eduard C. Lindeman, Herbert W. Schneider, Jerome Nathanson, and H. Gordon Hullfish are so full of quotes that we won't try to select among them.

■ "Television, New Horizons" appeared in the October *Glamour* with more illustrations than meaty text. Reprints can be obtained from the Job Feature Department for 10 cents.

■ Methods of surveying human resources in the community are presented by Vernon Hicks in "The Butcher, the Baker, the Candlestick-Maker" in the October *NEA Journal*. Forms for the survey questionnaire and the filing card are reproduced. Although designed to locate resource people for use in the classroom, it has implications and possible value for counselors.

■ A new illustrated booklet giving ideas for broadening works' skills has been issued

by the Bureau of Apprenticeship of the U. S. Department of Labor under the title *Your Skill Improvement Program.* Available from the Bureau, it points to the fact that "critical shortages of workers with certain skills appear in practically every industry" and that "a great deal more attention must be given to training," and offers suggestions for the organization and operation of skill-improvement programs.

■ Note also the November *Reader's Digest* article by Blake Clark on "Wanted: More and Better Workers in the Building Trades." The increasingly severe shortage is outlined and opportunities, with considerable emphasis on earnings, are presented.

and these . . . also:

"A Report on Women Workers" in September *Industrial Bulletin* . . . "Educational Philosophy and Work Experience" and "Placement Services in Continuation Schools" in September *Illinois Vocational Progress* . . . "Changing Emphasis in College Placement" by G. H. Estabrooks in October *Journal of College Placement* . . . "Career Day at Waynesboro" by Naomi K. Hade in October *Pennsylvania School Journal*—CLARENCE W. FAILOR, *College of Education, University of Colorado.*

LET YOUR VOICE BE HEARD!

If you have not yet suggested candidates for the offices of president-elect and treasurer of APGA, please make your choices and send them in immediately. Use the ballot on page 147 of your November JOURNAL and send it to: Doris L. Crockett, Dean, Russell Sage College, Troy, New York.

•Use your influence to build a better organization!

BOOKS REVIEWED

reviews of recent publications . . . by various contributors

EDUCATION AND THE NATURE OF MAN, by Earl C. Kelley and Marie I. Rasey. New York: Harper & Brothers, 1952. 209 pp. $3.00.

THOSE READERS who were inspired and informed a few years ago by Kelley's *Education for What Is Real* will not want to miss this further expansion of his theses about what we now know of the nature of man, the shape of his environment, and the implications of these newer concepts as they impinge on one another for teaching and learning. The statement that it is dedicated to the memory of John Dewey tells volumes.

Personnel and guidance workers will be impelled to read, ponder, and apply these concepts to the extent that they: (1) recognize the necessity of organizing their services as a distinct, but integrated, aspect of the total educative process; (2) realize the significance of the learning process in counseling and its supporting services; (3) are concerned with and apply the facts of our complex and dynamic environment as a basic variable for the individual in his choices and adjustments; (4) realize the necessity for closer liaison with other disciplines.

This, and Kelley's previous book, are both founded on an interpretation of perception holding to the uniqueness of the experiences of the individual. This long-accepted view of many of us is now buttressed, say the authors, by research experiments at the Hanover Institute to the point where scientific evidence substantiates what could only be asserted before. The book "is an attempt to give people bases for their beliefs" in the light of mid-Twentieth Century knowledge.

The fields of physics, chemistry, biology, psychology, sociology, psychiatry, and anthropology have been tapped and synthesized as a basis for the arguments presented. Change, accelerated by increased release and use of energy, is recognized as the basic phenomenon of the universe. The loss of tranquillity which has resulted for those who have difficulty in accepting the unprecedented complexity of man's relation to man and his environment is clearly demonstrated.

The authors systematically examine man's structure, methods, and knowledge from the eclectic point of view, they explore the relation of man to his environment in terms of unity rather than duality, and stress throughout known scientific facts and their applicability to the alteration of human affairs. Cooperation as a scientific basis for life, in contrast to the survival-of-the-fittest interpretation, and the concept of the totality and wholeness of man are proposed for specific application to "open doors to us."

"Growth," "Communication," "Cooperation," "Freedom," "Creativity," "Evaluation," and 'Method" are chapters in which the authors enlarge on their theses. This book is scholarly and practical, although it is not as simply written as is *Education for What Is Real.* All in all, personnel and guidance workers should gain expanded horizons from acquaintance with this significant book; and they can obtain further support for their determination to avoid manipulation of the individual, for each one's experiences is so unique as to defy others to view that individual's world from the same perspective.—CLARENCE W. FAILOR, *College of Education, University of Colorado.*

CHOOSING THE RIGHT COLLEGE, by Annette Turngren. New York: Harper & Bros., 1952. 149 pp. $2.50.

WRITTEN WITH a definite appeal to high school students, Miss Turngren's short volume has several desirable features in spite of some rather serious limitations.

OCCUPATIONS FILING PLAN & BIBLIOGRAPHY
of U. S. Government Publications and Other Pamphlets on Jobs, by Wilma Bennett.
First edition called Michigan Plan
● Counselee finds information without help in this alphabetical fields-of-work file. Based on *DOT* . . . easy to file. Labels are printed in red for the 223 fields of work & in blue for the 483 cross references. Use on any size folders.
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1312 Lincoln Way, La Porte, Indiana

The flavor and style of the teen-age magazine provide a stimulating vehicle for a wide range of fairly provocative topics dealing with the proper choice of a college. The areas presented are divided into 12 chapters, with appropriate sub-topics rather briefly covered, and are quite similar to those discussed in other books of this type.

In evaluating the organization of this volume, the reviewer finds it hard to reconcile the placement of some sections in relation to the balance of the book. Although a chronological order is roughly followed, some topics are treated out of order, *i.e.*, learning about the college (by visiting), is in Chapter Five, "Getting Admitted." The discussion of "Which College for Your Career," basic to any step in the selection process, is placed in the next to the last chapter of the book. The author takes several liberties in terminology (without definitions) which might confuse students (and counselors) when she speaks of "Special Junior Colleges," "Independent Coed Colleges," "Experimental Colleges," and "Colleges of Agriculture."

Several evidences of editorializing, where obviously or indirectly the author's bias is shown, definitely weaken the content. For example, (p. 93)—"one of the most outstanding teachers colleges in the country is —," and on the same page referring to a metropolitan university, "An advanced degree from this college carries great prestige . . . ." Related to this loose style of writing are evidence of ambiguity and a few factual inaccuracies. On page 38 she states, "When you read a college catalog carefully, you can almost get the *feel* of the policies of its president." A geographical error is found on page 93 referring to Colorado State College of Education (Greeley), "It has a beautiful campus in the Rocky Mountains."

Throughout the volume the author lists "representative" illustrations of various types of institutions. In some instances, the inference of endorsement is present, leaving more objectivity in presentation to be desired. Too, one wonders, for example, how the author can justify from personal opinion, experience, or other rating source, the listing of eight schools as having "strong engineering programs," 22 with "strong schools of journalism," and 39 "good" art schools.

If used with caution and not taken too seriously, or if used merely as another approach, *Choosing the Right College* could prove interesting and possibly helpful to intelligent, critical high school students—HAROLD F. COTTINGHAM, *Director of Guidance Training, Florida State University.*

GENERAL EDUCATION IN ACTION, by B. Lamar Johnson. Washington: American Council on Education, 1952. 409 pp. $4.00.

IN *General Education in Action*, B. Lamar Johnson, former dean of instruction at Stephens College and more recently professor of education at University of California, Los Angeles, reports on the California Study of General Education in the Junior College. As director, Dr. Johnson spent 1950–51 in conducting the survey, participating in conferences attended by forty-three hundred persons on the campuses of forty-one junior colleges of the state.

In the introductory chapter, Dr. Johnson answers the question, "Why General Education Today?" He cites the views of some eighty-two persons, including university presidents, labor leaders, editors, psychiatrists, and authors, about the wisdom of expending energy on an education designed to produce "whole men."

Following this orientation to the subject, the goals of general education are listed. Professional workers in the area of student personnel will recognize in the statement of goals many objectives which are identical with the aims of a good program of student

service. Chapter IV, "The Advising, Guidance and Counseling of Students," places additional emphasis on the needs of students. The author states that an ideal counseling and guidance program assumes (1) that all students have problems, (2) that they want help in the solution of these problems, (3) that students will wish to make final decisions and choices themselves, and (4) that counselors and other faculty members alike are able and willing to help and are thoroughly committed to the policy of permitting and encouraging students to make choices and decisions.

With no eye to rigid categorization, the author identifies three emphases in guidance placed in the California junior colleges: (1) instructor-adviser programs; (2) counselor and administrator-counselor programs; and (3) basic courses as a vehicle of guidance. The manner in which the guidance program, regardless of emphasis, undergirds the program of general education is shown by this summary statement of the contribution of guidance to achievement of the goals of general education:

"By assembling and making available information regarding students; by making staff members aware of the problems, abilities, goals, and interests of individual students; by giving the administration data upon which to base sound policy and procedures, the guidance program can provide motivating force and directional forces for the entire general education program."

In Chapter XIII, "The Extraclass Program," there is found another section of interest to persons who do personnel work. As a result of reviewing the practices reported and proposed in California, the Executive Committee gives these suggestions to educators: (1) Build extra-class programs with care equal to that given to the building of courses. (2) Advise students regarding their participation in extra-class activities with the same care given to counseling them regarding the selection of courses. (3) Remove all possible restrictions to active participation in extra-class activities. (4) Develop a plan for training student officers and leaders in the extra-class programs. (5) Use the extra-class program as an avenue

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for securing student judgment regarding, and aid in developing, the various segments of the curriculum.

In a final chapter, "Looking Ahead," Dr. Johnson lists nine items selected as representative processes which potentially and already have significance for large numbers of junior colleges, not only in California, but everywhere. The fourth item in the list cites the increased recognition of the role of guidance in planning, building, operating, and evaluating the general education program. Intervening chapters are devoted to the special curricular areas of general education—the objectives, implementation, organization, and evaluation of the educative process in each. This reviewer agrees with Dr. Earl McGrath, Commissioner of Education, that the writing reflects the wisdom of citizens who see the importance of general education in the present world crisis.—MELVENE DRAHEIM HARDEE, *Coordinator of Counseling, Florida State University.*

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CHILDREN FROM SEED TO SAPLINGS, by Martha May Reynolds. New York: McGraw-Hill Book Company, 1951. 334 pp. $3.75.

THE FIRST EDITION of *Children from Seed to Saplings* appeared over ten years ago when the author was a psychologist and college teacher. This new thoroughly revised edition includes recently developed psychological and educational concepts and has been enriched by the author's experiences as homemaker and as the mother of four children who are now adolescents. All persons who work with children should be helped by this book to become more perceptive and analytical in their observations as well as more aware of the general characteristics of the stages and periods of children's growth. The book is based on the premise that "the best way to gain an understanding of children is to study real, live children and that, to do this, one has to know what to look for and how to interpret what one finds."

Starting with the combination of chromosomes and genes and progressing to the "Almost Grown-ups," or the "Saplings" of the book's title, the author gives an over-all picture of continuous, orderly, and predictable growth through each of the age-levels. This growth is considered in its entirety: discussions of physical growth, general health, muscular activities, social development, emotional problems, mental development, sex interests, personality, and other topics appropriate to each age-level are included. Emphasis is given to the importance of recognizing that each child has his own individual timetable of growth and that the reader must be content to use the age-level characteristics only as a point of reference. Suggestions are given for studying the child's "language of behavior." If it is known wherein the child's growth is most uneven or out-of-line, the stage can be set to help him live each phase fully and at the proper time for him.

The author's deep understanding and respect for children is apparent throughout. The reader will note the strong emphasis placed on respect for the feelings of the child and on the necessity for friendly feelings on the part of the adult who is studying the child.

The carefully tested theories and procedures in child study are presented in a nontechnical and informal style. The bold type subdivisions make the book easily read. Illustrations are prints made from photographs of children's activities typical of the various stages of their growth. Many examples are cited and the important points in each section are carefully summarized.

The appendix includes: a list of thirty reference books, all but three published since 1940; suggestions for the scientific study of a child; details of Vassar College's plan for student observation of babies; suggestions for interviewing; and a selected list of fifty-two films and a directory of their

sources. These films are organized to follow the book as closely as possible.

Children from Seed to Saplings is a combination of a textbook, a manual, and a reference book for child study which should be of value to parents, teachers, social workers, nurses, doctors, college students and all others who wish to develop a broader understanding of children of all ages.—RITA BERRONG, *Counselor, O'Keefe High School, Atlanta, Georgia.*

COUNSELOR TRAINING METHODS AND PROCEDURES, a Report of the Counselor Training Committee, Division 17, American Psychological Association, through its Subcommittee on Training Methods and Procedures. Columbia, Missouri: E. C. Roeber, University of Missouri, 1951. 38 pp. $.50.

THIS BULLETIN describes training methods being used by certain individuals engaged in counselor training. Section one discusses methods and procedures in retrospect and in prospect, with some rationale of training methods and procedures. Section two is a selective bibliography of 62 items, discussed briefly under seven appropriate headings. Section three contains actual materials and procedures subsumed under the following categories: (1) development of understandings regarding personality dynamics; (2) development of understanding and skills in the use of case studies, tests, and other related techniques; (3) development of understandings and skills as to the nature and use of educational, occupational, and socio-economic information; (4) development of counseling interview understandings and skills; (5) development of ethical understandings and appreciations; (6) development of understandings and skills in the organization and administration of counseling and personnel services; (7) development of self understandings by counselors-in-training.

Any reader engaged in counselor training can find some new ideas here for improving his instruction. And it is fun to see what others are doing. The instances cited are all actual practices and are signed by the contributors, in case further details are desired—WILLIAM D. WILKINS, *New York University.*

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SRA Life Adjustment Booklets: *Getting Along With Parents,* by Katharine Whiteside-Taylor, 40 pp.; *Making and Keeping Friends,* by William C. Menninger, M. D., 48 pp.; *Politics for Boys and Girls,* by Robert E. Merriam, 40 pp.; *Understanding Politics,* by Robert E. Merriam and John W. Bethea, 48 pp. Copies available from Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois. $.40 each; special quantity discounts.

Getting Along with Parents is written to help children understand adults and adult problems. It deals with specific examples of family friction, gives a "parent's-eye-view" of such situations, and suggests ways of dealing with areas of conflict in a realistic manner. A guide for youngsters in choosing the right kind of friends and *being* the right kind of friend, *Making and Keeping Friends* covers the why's and do's and don'ts of friendship. *Politics for Boys and Girls* provides ammunition with which to combat the idea that "all politicians are crooks and politics a racket." It emphasizes that politics is really government in action and that government—good or bad—depends on the voters; tells children specific things they can do to arouse interest in government and get out the vote. *Understanding Politics* gives a practical account of the workings of our government, from Washington to the corner traffic light. It covers in detail how politics operates and shows what young people can do to promote better government.

SRA Better Living Booklets: *A Guide for Child-Study Groups,* by Ethel Kawin, 72 pp.; $.64 each, $.48 each in quantities of 10 or more; *Heping Brothers and Sisters Get Along,* by Helen W. Puner, with the Staff of the Child Study Association of America, 48 pp. $.40 each; special quantity discounts. Copies available from Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois.

A Guide for Child-Study Groups is a handbook for leaders and members of groups organized to study the needs of children. Discusses techniques of organization, types of programs, problems of group participation. Detailing the most common causes for brother-sister frictions, *Helping Brothers and Sisters Get Along* is designed to help parents in dealing with the conflicts, and teachers in dealing with "problem children" whose difficulties are based on sibling rivalries.

The Preschool Blind Child Project of the University of Chicago Medical Clinics; Papers presented at the National Conference of Social Work, Chicago, 1952. Copies available from the American Foundation for the Blind, 15 W. 16th Street, New York 11, New York. 31 pp. $.30.

The papers included in this pamphlet cover discussions of problems related to establishing a differential diagnosis in the age group of the preschool blind child and social factors influencing the development of the preschool blind child. Appendices tell of the work of the University of Chicago Clinics in psychological testing and consultation, and of the program of integrating blind children into regular nursery school classes.

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Federal Legislation Concerning Blind Persons in the United States and Insular Possessions, by Helga Lende, 1952. Copies available from the American Foundation for the Blind, 15 W. 16th Street, New York 11, New York. 31 pp. $.25.

Summarizes the development of federal legislation for the blind in the areas of education, library service, special mailing privileges, vocational rehabilitation, government purchase of blind-made products, financial aid, income tax exemption, and transportation. Lists applicable Public Laws on each topic.

What We Can Do About the Drug Menace, by Albert Deutsch. Public Affairs Pamphlet No. 186, 1952. Available from Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York. 32 pp. $.25 each; special quantity discounts.

An analysis of the facts of the drug menace, this pamphlet describes the principal narcotics, discusses the causes for addiction with special emphasis on teen-age problems, and outlines what can be done in terms of drug control and medical treatment.

Working Wives and Mothers, by Stella Applebaum. Public Affairs Pamphlet No. 188. Available from Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York. 32 pp. $.25 each; special quantity discounts.

This booklet tackles the problem of the woman in the labor force. Gives statistics about the woman jobholder, discusses the special problems of the working wife and the working mother.

Please Excuse Johnny, by Florence McGehee. New York: The Macmillan Company, 1952. 242 pp. $3.50.

This volume tells of the author's 17 years as a "female hookey cop"—truant officer—in California. It is the story of the children who could not come to school or did not want to come to school: who knew more about life than teacher, or who found themselves frustrated by circumstance. Filled with material from her contacts with a mixture of races and backgrounds, with those who were vicious, unfortunate, subnormal, this is a look at the "bad" boy through the eyes of a compassionate woman.

A Practical Guide for Troubled People, by Lee R. Steiner. New York: Greenberg: Publisher, 1952. 299 pp. $3.50.

Readable and with a down-to-earth approach, this book offers an appraisal of the many avenues open to those who need help in solving their problems. Distinguishing between those who "are a problem" (and need psychiatric treatment) and those who "have a problem," the author discusses the functions and techniques of each type of counselor and therapist and reveals what they can and cannot do. Covers costs of treatment and probable length of time required, and suggests how to find the proper resource for particular problems.

"Guidance Services for the Elementary School Child," by S. C. Hulslander. Reprinted from the *University of Michigan School of Education Bulletin,* XXIII (May, 1952). Free copies available from the author, School of Education, University of Michigan, Ann Arbor, Michigan. 6 pp.

In considering the question of what guidance functions are appropriate at the elementary school level, the author proposes that the problem be approached in terms of a comprehensive program of guidance at all levels of the school. Suggests that "collection of pupil data be initiated as early as possible . . . and interpreted on each grade level to serve current needs and to contribute to a continuously developing picture pattern of the individual for successive future grade levels in school." Offers suggestions for curriculum orientation and programs designed to prevent conditions of maladjustment and of unadjustment.

Reactions of High School Seniors to Their Guidance Programs, by David Hartley and Paul A. Hedlund. University of the State of New York Bulletin No. 1411, September, 1952. 85 pp. No price listed.

Includes a study of 29 school guidance programs and suggests one means of evaluating guidance programs through pupil reports of guidance needs of which they were aware and of the extent to which those needs were met. Offers suggestions for future development of a guidance program, suggests some specific techniques that appear to be associated with effective guidance programs, and raises certain questions as to the over-all objectives and procedures of guidance.

Community Services for Older People, by the Community Project for Aged of the Welfare Council of Metropolitan Chicago. Chicago: Wilcox & Follett Co., 1952. 240 pp.

Reports results of a survey and study of the needs of the older members of society in a large American city. Contains recommendations for new services and activities to be undertaken by present agencies, and suggests solutions to the problem of making better provisions in our society for the older people.

Successful Human Relations, by William J. Reilly. New York: Harper & Brothers, Publishers, 1952. 144 pp. $2.50.

This book, a successor to the author's *How to*

Improve Your Human Relations, discusses everyday problems of business, social, and personal life. Indicates how the principles of persuasion can be used to open closed minds, win the confidence of others. Includes concrete examples of typical problems in human relations with their solutions.

The Philosophy of Psychiatry, by Harold Palmer, M. D. New York: Philosophical Library, 1952. 70 pp. $2.75.

This book is an investigation into the psychiatrist's fundamental thought processes in approaching the cure of mental diseases. Analyzes the technical terms used in the past and by modern scholars, examines the reactions between body and soul in the realm of psychosomatic medicine.

Mental Prodigies, by Fred Barlow. New York: Philosophical Library, 1952. 256 pp. $4.75.

Discusses arithmetical, chess, and musical prodigies, famous memorizers, precocity, and genius. The section on arithmetical prodigies deals with the history and data of the subjects and includes consideration of the instantaneous mental calculations exhibited by illiterate children.

Careers in Commercial Art, by J. I. Biegeleisen. New York: E. P. Dutton & Co., Inc., 1952. 255 pp. $4.00. (Revised.)

Discusses sign and showcard painting, lettering, typography as an art, book jackets, poster art, fashion designing and illustration, textile and wallpaper designing, cartooning, animated cartoons, industrial work, scenic design, and the advertising agency. Contains illustrative stories and anecdotes about successful artists in the many fields, and includes an entirely new section on the role of commercial art in television.

RIT guidance pamphlets: *Careers in the Electrical Field,* by Earle M. Morecock; 28 pp. *Careers in Industrial Chemistry,* by Ralph L. Van Peursem; 26 pp. *Careers in Retailing,* by Edwina B. Hogadone; 24 pp. *Careers in Interior Decoration,* by Jean MacCargo Stampe; 28 pp. Published by the Rochester Institute of Technology; copies available from the Registrar, Rochester Institute of Technology, 65 Plymouth Avenue South, Rochester 8, New York.

These attractive, illustrated pamphlets describe opportunities, typical jobs, and salaries in the fields discussed. Include information on the cooperative work program of the Institute, and list suggested reading material.

The Outlook for Women as Physical Therapists, Medical Services Series Bulletin No. 203-1, Revised; 51 pp. *The Outlook for Women as Occupational Therapists,* Medical Services Series Bulletin No. 203-2, Revised; 51 pp. *The Outlook for Women as Food-Service Managers and Supervisors,* Home Economics Occupations Series Bulletin No. 234-2; 54 pp. Prepared by the Women's Bureau, U. S. Department of Labor, 1952. Copies available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. $.20.

These illustrated booklets cover in considerable detail such topics as demand and supply in 1952; training; earnings, working conditions, and advancement; organizations; and suggestions for those interested in entering the fields discussed. Include appendices giving minimum requirements for entering training schools and for beginning positions, and bibliographies.

Careers for Specialized Secretaries, by Juvenal L. Angel. Published by the Modern Vocational Trends Division, World Trade Academy Press, 28 East Jackson Boulevard, Chicago 4, Illinois. 21 pp. $.60.

Offers occupational information on the work of the diplomatic secretary, the public relations secretary, the foreign trade secretary, the bi-lingual secretary, the medical secretary, the legal secretary, the executive secretary.

Personnel in Public Child Welfare Programs, 1951, Children's Bureau Statistical Series No. 13; Available from the Federal Security Agency, Social Security Administration, Children's Bureau, Washington 25, D. C. 1952. 15 pp. (Mimeographed.)

Contains statistical information on the child welfare field including breakdowns by state of types of positions, source of funds, vacant positions in public welfare programs, number of accessions and separations, and percentage of child population served.

Schools of Nursing in the United States, 1952. Published by the Committee on Careers in Nursing, National League for Nursing, 2 Park Avenue, New York 16, New York. Single copies free upon request; special quantity prices. 39 pp.

Offers current list of schools whose basic nursing education programs are approved by their respective state boards of nurse examiners. Coded to indicate the programs which have received accreditation from the Accrediting Service of the National League

for Nursing. Also coded to indicate the kind of program offered (either diploma or collegiate) and whether or not a school accepts men and negro students.

Career Briefs for the *U. S. Army Occupational Handbook.* Briefs are available free from local U. S. Army and Air Force Recruiting Main Stations or from the Military Personnel Procurement Division, Office of the Adjutant General, Department of the Army, Washington 25, D. C. Copies are being distributed to all public secondary schools and public libraries.

Individual briefs are now available on careers in: Infantry, Armored, Artillery, Military Intelligence, Machine Accounting, Personnel and Administration, Special Services, Chemical, Engineering and Construction, Engineer Equipment Maintenance, Mapping and Reproduction, Finance, Information, Ammunition, Armament Maintenance, Army Aircraft Maintenance, Automotive Maintenance, Military Police, Food Service, Quartermaster Maintenance, Supply, Wire Maintenance, Communications, Electronics Maintenance, Photography, Medical, Scientific Services, Marine Operations, Motor Transport, and Railway. The total set will make up the *Army Occupational Handbook*, just off the press, which will be reviewed in the PERSONNEL AND GUIDANCE JOURNAL in a coming issue.

Career as a Physical Therapist; Careers in Technical Agriculture; Why Youth Can't Find and Hold Jobs; 1961 Prospects in Fast Growing Industries. Published by the B'nai B'rith Vocational Service Bureau, 1761 R Street, N. W., Washington 9, D. C. 1952. $.20 per copy or $2.00 for a dozen.

These briefs are illustrated and readable. The two occupational briefs give facts on job prospects, duties, qualifications, earnings, working conditions, advancement and sources of further information on the subject. The guidance brief on *Why Youth Can't Find and Hold Jobs* gives case histories of young people who were unable to land jobs or keep them because of various shortcomings. The booklet on 1961 prospects describes likely job opportunities a decade hence in 10 fast-growing industries.

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Treas., Helen L. Smith, Box 144, Fairburn

Hawaii

Honolulu 1937
Pres., Yeuell Y. Harris, Dept. of Pub. Instruction, Box 1601, Honolulu
Treas., Arthur A. Dole, Dir., Bur. of Testing & Guid., Univ. of Hawaii, 1801 Univ. Ave., Honolulu 14

Illinois

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Treas., Raymond Schultz, 200 Gregory Hall, Urbana

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Northern 1940
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Treas., Florence Chezem, Lincoln School, 713 S. Albert Ave., South Bend

Iowa 1928

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Treas., Frank Wellman, Curtis Hall, Iowa State College, Ames

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Pres., E. Gordon Collister, Dir. of Guid. Bur., Univ. of Kansas, Lawrence
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Treas., Margaret M. Engbert, New Windsor H. S., New Windsor

Massachusetts

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Treas., Charles L. Sewall, Dir. of Guid., Burdett College, 156 Stuart St., Boston

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